

FAMILY ENVIRONMENT AND EDUCATIONAL ASPIRATIONS
OF SECONDARY AND HIGHER SECONDARY SCHOOL
STUDENTS IN CHURACHANDPUR, MANIPUR

*Thesis submitted in fulfillment of the requirement for the degree of Master of
philosophy in Social Work*

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CERTIFICATE

This is to certify that the dissertation “**Family Environment and Educational Aspirations of Secondary And Higher Secondary School Students in Churachandpur, Manipur**” submitted by Canny Lalsanhim for the award of Master of Philosophy in Social Work is carried out under my guidance and incorporates the student bonafide research and this has not been submitted for award of any degree in this or any other university or institution of learning.

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DECLARATION

I, Canny Lalsanhim, hereby declare that the subject matter of this dissertation is the record of work done by me, that the contents of this dissertation did not form bias of the award of any previous degree to me or to the best of my knowledge, to anybody else; and that the dissertation has not been submitted by me for any research degree in any other University/ Institution.

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LIST OF ABBREVIATIONS

1. FES	: Family Environment Scale
2. SES	: Socio- Economic Status
3. SPSS	: Statistical Package for Social Sciences
4. HSLC	:High School Living Certificate
5. HSSLC	:Higher Secondary School Living Certificate
6. SC	:Scheduled Caste
7. ST	:Scheduled Tribe
8. OBC	:Other Backward Class
9. APL	:Above Poverty Line
10. BPL	:Below Poverty Line
11. AAY	:Antyodaya Anna Yojana
12. UPSC	:Union Public Service Commission
13. MPSC	:Manipur Public Service Commission
14. SSC	: Staff Selection Commission
15. CGL	: Combine Graduate Level
16. TET	: Teacher's Eligibility Test
17. Ph.D	: Doctoral Degree
18. M.Phil	: Master of Philosophy
19. C.S.E	: Civil Service Examination
20. I.E.S	: Indian Economic Service Examination
21. I.A.S	: Indian Administrative Service
22. I.F.S	: Indian Foreign Service
23. I.R.S	: Indian Revenue Service
24. L.L.B	: Bachelor of Legislative Law
25. B.E	: Bachelor of Engineering
26. B.Ed.	: Bachelor of Education
27. B.Lib	: Bachelor of Library Science
28. NSS	: National Service Scheme
29. NCC	: National Cadet Corps
30. H.E	:Higher Education

CHAPTER- I

INTRODUCTION

The present study is an attempt to understand the family environment and educational aspirations of secondary and higher secondary school students in Churachandpur, Manipur.

Background of the Study

Youth is an important intermediary phase of life between childhood and adulthood which begins with the onset of puberty and until the individual is psychologically and emotionally matured. It is the stage of life where many changes and development take place. The young people even though they belong to the same age group there are many differences among them and more or less they do not represent a homogeneous group. The lives of the young people are shaped by education and there are differences among young people depending on the time they spent in educational settings, and the experience they have in schools, colleges and universities. The young people having good and extended education have a better career and employment opportunities than the ones who leave education at an early year's.

Chapman, A, and Robinson (2009) discussed the way young people spent their leisure and resources has been changed over time. They hold the view that the way young people spent their leisure becomes a conflict between themselves and the state. Young people are more confined to their room and spent their leisure time in pursuits of indoor games such as computer games and mobile. There is a decline in the pursuits of outdoor and physical fitness such as games and sports. The young people are perceived as lazy wasting time doing nothing and unconstructively using their leisure time.

Adolescence

Chaube, S.P (2002) stated that adolescence is a very important period of life where changes take place rapidly. It is a stage of life where revolutionary changes take place such as the individual's mental, social, moral, and spiritual. In his book as given by Psychologists, adolescence starts at the age of 12 or 13 years. The dawn of adolescence is comparatively earlier in girls than in boys. Psychologists generally agree that for Boys, Early Adolescence starts from 11 to 12 ½ or 13 years, Middle Adolescence from 13 to 18 years and Late Adolescence from 18 to 21 years whereas

in the case of Girls, Early Adolescence from 10 to 11 years, Middle Adolescence from 12 to 15 years and Late Adolescence from 17 to 20 or 21 years.

Youth

The United Nations, for statistical purposes, defines '*youth*', as those persons between the ages of 15-24 years. According to the National Youth Policy 2014 India, Youth refers to that population between the ages of 15-29 years. The National Youth Policy in India has highlighted 11 important priorities among which education is the first. The rest of the remaining priorities which includes employment and skill development, entrepreneurship, health, and healthy lifestyle, sports, promotion of social values, community engagement, participation in politics and governance, youth engagement, inclusion, and social justice have either direct or indirect implications on the educational aspirations of youth in India. Therefore, the Youth policy in India focuses among others in institutional areas where students engage in both formal and informal process of learning and socialization. It becomes imperative for stakeholders to base their strategies of Youth empowerment through primary agents of socialization such as the family and secondary agents such as schools where students engage themselves with a hope for the better tomorrow.

Family

Aufseeser et al. (2006) emphasize the importance of family in the lives of children. It is from the family the children learn certain things and it is the place where the first socialization of the child takes place. The child learns certain behaviours of the parents and developed attitude from the family. The way the child is brought up in the family have a positive and negative impact in the lives of the child. The parents are the role model of the child and they are the ones who shape the life of the children from birth till adulthood. The positive behaviour and support of the parents also impact on the academic life of the children which enable them to attain higher self-esteem and greater academic achievement. He also stated the importance of family meal as it is the time parents and children communicate and discuss certain unwanted and expected behaviours are discussed such as substance abuse, delinquency, depressive symptoms, and suicide attempts, and with better grades and academic performance.

Cook and Cook (2008) pointed out the importance of family in shaping the child's personality. The infant child has certain needs, desires, and potentials and

looks upon his mother to facilitate his unmet needs. The child is interested in exploring himself and the things around him. The mother is responsible to educate the child and the needs of the child also vary as he matures.

Importance of Family Environment

Family environment is a primary socializing agent where the first socialization of the child takes place. Family Environment is very important in the process of upbringing children. It can be a strong source of support if there is a close relationship, strong parenting skills, good communication, and modeling positive behaviors. The family environment can also be a problematic environment when the modeling behavior is negative such as if the behavior like smoking and heavy drinking are present.

Prasad (2004) stated the importance of family in educating the child. The family takes up the task of educating the child which may be in a positive or negative way. The parents are the role model of the child and act as a strong source of support by having a close relationship, strong parenting skills, good communication and modeling positive behaviour. In spite of its positive modeling behaviour the family environment can also be a problematic environment when the modeling behavior is negative such as if the behavior like smoking and heavy drinking are present. In the beginning, the child learns through imitation. The child then learns to communicate, pick up things and respond to nature's call. In this stage of imitation, the child imitates the mother as the mother is the first teacher of the child.

Family Environment bears healthy and high-quality characteristics affecting the development of the child. It influences the child in many ways like the ego concept, emotional and social development. Family environment is where the foundation of emotional intelligence is first laid, helping the child grow up and acquire information relating to life (Ozabaci, 2006). Further, he highlighted that the family environment is the foundation of emotional intelligence. It is the family which helps the child grow up and acquire information about life and how to face the challenges of life. The family environment bears healthy and high-quality characteristics affecting the development of the child. It influences the child in many ways like the ego concept, emotional and social development.

Kashyap, L.D (1993) highlighted the superiority of parents upon their children in India. Families do not place such a high value on independence and self-reliance.

The children look upon their parents in every decision they make. Parents demanded obedience and submission and their authority is unquestioned. The parents hold the belief that 'parents know better' as the basis of all decision making. They took in charge of all the decisions for their children, be it a selection of colleges, careers, jobs, and marriages. The adolescent boys and girls have less autonomy in decision making over their life.

Mahale, M. N (1987) stated that parents exercised a great control over their children and gain a greater control over their daughters compared to that of their sons. To some degree, it resulted in the frustrations of the daughters when they sensed injustice and discrimination.

Devi (2005) stated the importance of the teacher in the education of the child. The things taught in the school guide the students till they attain maturity. It helps them to become a responsible person in the family, society and the nation at large. In teaching the students the teachers must be careful with what they taught in the school as inculcating the right knowledge will only make him become good members of the society. They should instill in the minds of the young people national attitude, substantive knowledge, methods of acquiring and accessing knowledge. Kurdek and Sinclair (1988) in their study stated that there is a significant difference among students by the type of family. Their study found that the students in two-parental nuclear families attained better academic performance than the students brought up in either in mother-custody or stepfather families.

Educational Aspirations

Prasad (2004) stated the importance of education in the functioning of society. It is a process of leading out or bringing out what is already within. It can also be viewed as the transmission of the values and accumulated knowledge of a society. Education is essential for the development of society a society's development depends on how well educated the people are, as they go hand in hand. It is very important for the agencies imparting education like family, community and also important for schools to have a clear and precise understanding on the development of education since the very beginning up to the present day. This will provide a basic understanding of the bases of the educational aims. It is very important to know the

background of education to understand well the present situation and to know the steps to be followed.

Several quotations on Education as provided by Janardan Prasad and several educationists in his book "Education And Society Concepts, Perspectives And Suppositions" can be understood as, "*Education is defined as a natural, harmonious, and progressive development of man's innate powers*" – Pestalozzi and also that, "*Education is defined as a process of development which consists of the passage of human being from infancy to maturity, the process by which he adapts himself gradually in various ways to his political, social, and spiritual environment*"- T. Raymont. Prasad also mentions the definition of education as defined by M.K Gandhi as; "*By education, I mean an all-round drawing out of the best in child and man, body, mind, and spirit. Literary itself is no education*"-M.K Gandhi

Unger D.G. et al., (2000) stated that it is the dream of every student to get high grades and get admitted to the best schools and colleges and besides the dream of the student alone the family and schools also expect high grades from the student and feel proud when they get high grades than others. The parents and teachers are content with the student when they compete within themselves and got high grades to their expectation. The students are often pushed literally and emotionally to acquire the height of what was expected. Sometimes when the student fails to achieve what was expected it leaves the parents and teachers disappointed. The expectations of the parents towards their ward are as high level as possible. The high expectations of the parents create a lot of pressure on their wards, teachers, and schools. In the study, the family was examined as mediators of the relationship between inter parental conflict and the academic achievement of the students. It is seen that there is a significant relationship between parents' supportive behaviors and adolescent adjustment. It is suggested that the youth's perceptions of family cohesion and parent-school involvement are important components of family support that may potentially mediate the effects of inter parental conflict on academic adjustment

Biswas, N.B (2006) stated that education interacts and is inter-dependent with a developmental process such as social structure, policies, and goals. Education has brought change in the economy and facilitates development through the application of scientific knowledge and skills. Scholars also agreed that education is a factor in social change. Certain implications have hampered the education of the tribal people

in North Eastern region such as under-development, inaccessibility, isolation, low population density and dispersed population, hilly and difficult terrain, low level of urbanization, the high cost of livelihood and high infrastructure development cost and insurgency movement in certain parts.

Razia, R & Ahmed, N (2017) stated that Emotional Intelligence is a positive predictor of academic success of students. The academic achievement may be differed by gender and socio-economic status. It is also found that female students have higher academic achievement than the male students and it is further observed that students with higher level of socio-economic income had meaningfully higher academic average than the academic average of students with middle socio-economic income and low socioeconomic income.

Chakrabarti, M (2005) stated the need and importance of women education as the important key to improving health, nutrition, and education in the family and to empowering women to participate in decision-making in the society is through literacy of women. Education is a human right and an essential tool for achieving the goals of equality, development, and peace. Educational access, attainment, and qualification is a necessity if more women are to become agents of change. There must be no discrimination between boys and girls s to bring equal relationships between men and women.

Kalawati (1994) emphasize the importance of girl's education as they are the future mother and giving the right kind of education for the mother is very important as mothers are the source of proper physical, mental and moral development of their children. A child learns from his mother certain things like food habits, social manners, skills, values attitudes, and his environment. The education of the mother is an essence because, in the upbringing and education of the child, an educated mother can perform her role more efficiently. In spite of the importance of education of girls, there are many obstacles. The girls at an early age started helping out their parents in the household chores and none finds the need to send to school as they can learn from their mothers. It is also considered that girl's education as a wastage and hindrance to her marriage as she demands more autonomy and may not surrender to others. The parental apathy towards girls' education is the main root cause behind her educational backwardness.

Deshmukh, B, A (2004) discussed tribal education and its linkage with the economy. The general backwardness of the tribal along with the isolation and subsistence economy hampers the education of the tribal population. In spite of the differences, isolation, problems and tribal attitude towards literacy and education due to their subsistence the continuation of regular tribal training or educational institutions in the tribal areas has hampered the educational development in the areas. The children learn from the habitat, family and kin group which was an informal form of learning and was dominant among the tribal. In this type of transmission of cultural learning from one generation to another have three components-the post-figurative culture, in which the children are educated by their parents, the con-figurative culture, in which the children and parents learn from their kids and the figurative culture, in which the adults learn from their children.

Sharma, K.R (1990) stated the problems confronting the tribal education. Stagnation and drop out poor enrolment and low achievement is the factors affecting the education of the tribal. There are several possible factors behind the poor impact of educational efforts in the area of tribal education, may be the lack of sufficient understanding of the tribal student. The tribal students lack regularity with low attendance record and have a low level of educational aspirations.

Sharma, S.R (1991) stated that today's educational system is facing a problem due to its exclusive emphasis on theory alone. The educational system is theory oriented lacking in practical form and the theory taught and the teaching remains to be barren and partial. He suggested the need of integration of theoretical knowledge with skills, attitudes, productive work, social responsibility and creativity and further stated that education is always to be linked with the emerging problem of the world of work.

Statement of the problem

Today's society is witnessing the expanding and growing influence of education. Education has touched and changed the lives of many people. Rich or poor, every parent tries to send their children to the best schools to get an education, which is a challenge and competition among parents. In the process of education, educational aspirations are one universal trait. The educational aspirations of the student may not all be the same and vary from one person to another. Some students have high educational aspirations while some students have low educational aspirations. The educational achievement also varies from one student to another and

there are also certain factors contributing to the student's educational aspirations. Family environment is one of the most important factors in influencing the educational aspirations of the student. It is the place where the first socialization of the child takes place where the parents are the role model. The attitude and personality are invariably influenced by the family environment. One can take a decision about what he or she wants to become and what he or she wants to study to achieve the dreams but there are many students who cannot take decisions. At this point, the family plays a very significant role in helping the student to take the right decision and shaping the attitudes and aspirations. The study attempts to understand the youth educational aspirations and the significant relationship between family environment and educational aspirations.

Objectives

The objectives of the present study are as follows:

- 1 To study the demographic profile of secondary and higher secondary school students in Churachandpur.
- 2 To assess the Family Environment of secondary and higher secondary school students in Churachandpur.
- 3 To assess the Educational Aspirations of secondary and higher secondary school students in Churachandpur.
- 4 To find out the relationship between Family Environment and Educational Aspirations among secondary and higher secondary school students of Churachandpur.

Hypothesis

There is a relationship between Family Environment and Educational Aspirations of secondary and higher secondary school students in Churachandpur, Manipur.

Chapter Scheme

The present study is presented in the following chapter scheme:

Chapter I: Introduction

Chapter II: Review of Literature

Chapter III: Methodology

Chapter IV: Results and Discussions

Chapter V: Conclusion

CHAPTER- II

REVIEW OF LITERATURE

Review of literature is essential and its help the researcher to understand the theoretical background and findings of different scholars in various aspects. For any type of scientific research work, theoretical knowledge is needed in order to understand the concepts thoroughly. However, the secondary data is the only source, which helps the researcher to get the information as well as to analyze the present situation of the problem in the theoretical context. The purpose of the current review is to find out the research gap for further research on educational aspirations of secondary and higher secondary school students. The chapter presents the review of available literature on the subject matter related to the present study.

Studies related to the importance of education

Dalal, A.K (1990) discussed the importance of family support among the Indians. It is a feeling that a person is cared for and valued by other family members when one can seek help on the family network in times of trouble. The support renders are in terms of behavioral support such as emotional, instrumental as financial assistance. Besides the behavioral support are the appraisal support such as affirmation and feedback and also instrumental support such as money. Falling sick is one event which requires the support of family. It is an event which not only affects the individual but disrupts the whole functioning of the family. Family treatment and care are important for successful coping with many diseases. The family members provide physical and emotional support to facilitate the patient's recovery and return to normal routine.

Teachman, J.D and Paasch, K (1998) stated that family is an important agent in the educational attainment of the children. Educational attainment can vary considerably depending on the type of the family environment. Educational aspirations are the most important variable having direct effects of family background such as parental education. The family is the smallest unit of society which represents micro-social environments that influence how children experience the larger social world. The way parents perceived things and acted on certain circumstances will be reflected by the behavior of their children. Families provide children with a larger social environment that affect how they reviewed education. The economic position of a family influences the educational

aspirations of the young people. The low family income parents feel ill-equipped to prepare their children for college, despite a strong desire to do so. With few economic resources, even academically talented young people may perceive college as beyond their reach and many, therefore scale downward their educational aspirations.

Kumar, B (2005) emphasize the importance of the home environment in shaping students level of aspiration. The family acts as a source of stability and support in times of trouble which determine the development of individuals. He laid stress to the need for the parent's awareness of various positive and negative mechanisms that can be helpful in enhancing the educational aspirations level of their children. To sustain high Educational Aspirations of the student it becomes the foremost duty of parents to make every effort to create a conducive and healthy atmosphere no matter the income or background of the family. He also suggested the need and importance of the parent's awareness of various positive and negative mechanisms that can be helpful in enhancing the educational aspirations level of their children.

Prasad (2004) discussed the important role of the school in the educational process. He stated that the word 'school' is a derivation of the Latin word 'Schola' which means leisure discussion, a philosophy, a place in which persons are instructed in any species of learning, an educational establishment where higher learning is achieved through instruction. It can be further perceived that a school is a place where youngsters largely spend their time and get a formal education for life. It plays a pivotal role in transforming the lives of the youngsters and a place where maximum socialization occurs through the interaction of students with the teachers and their peer group further leading to the development of value system. The school imparts education on diverse disciplines like history, political science, economics, geography, mathematics, sciences, and visual and plastic arts. It also inculcates cultural patterns, social values through various functions.

Sharma, S.R (2006) discussed the responsibility of parents and teachers in the education of the children. It is utmost important for teacher and parents to plan and bring certain changes in the activities of the children as it will help to stimulate their goal. The quality of learning which takes place in the classroom is a result of the kind of experience which the pupils have with the teacher. The teacher is responsible for creating a healthy

learning environment to enhance the learning of the pupil. The harmony achieved between child and adult goal depends considerably on the teacher's effort and initiative. Children unquestionably work better with a teacher whom they like than with one whom they dislike. The pupil learns and responds best both socially and emotionally to teachers who deal constructively with them. The teacher is an expert in guiding human relationships and developing skills of participation on social understandings and imparting knowledge at the formal and at the informal community learning.

Singh & Singh (2014) examined the influence of SES of parents and home environment on the study habits and academic achievement of students. The study was conducted among 90 students studying in three primary and two private schools and were randomly selected. The findings show that the mean scores of students belonging to higher status families was observed higher with respect to the students belonging from lower status families. The students of higher educational level differ from those of the students with low or illiterate parents. The students with a good health condition perform better in academic and achieve better than those with poor health. The study reveals that the student belonging to higher income families tend to study the more costly courses in comparison to those belonging from poor families. The study suggested that policies should be made for the parents belonging to lower socio-economic status to enable their children have equal educational opportunities in the educational institution.

Prasad (2004) stated that community vital role in the education of an individual. Socialization largely helps the child learn about culture, society, and morals through participation in several cultural functions. The term community is the derivation of the Latin word 'Komin' which means to unite. It has defined qualitative characteristics of uniting such as common character and traditions. A community can be understood as a body of those having common or equal rights or rank or distinguished based on privileges. It is also a body of people organized for social unity, which are living in the area or locality and have the same postulates political, monastic or social.

Pandey, V.C (2005) stated the positive impact of education on society and human development. Girls being part of the weaker section, imparting education to the girls has become a necessity to uplift them. Education of girls transforms the lives of girls and women. It grants women to have greater control not only for themselves but also makes

decisions and influences their families. It can also prove that women's participation can influence governments, families, communities, the economy and the provision of services is a common good. It also leads to more equitable development, stronger, families, better services, and better child health. It can also be said that when educated girls become mothers they are much more likely to send their children to school, thereby passing on and multiplying benefits both for themselves and society positively.

Khate (2013) stated the importance of education in the life of the Mizo women. It has changed their position in the family and society. It has brought them more or less in the same par with the man enabling them to profess outside the four walls. Cieslik and Simpson (2013) stated that the education of the western societies aims to enhance life chances of individuals and bring in the people sense of competition for more knowledge through the promotion of "equality of opportunity" and widening access to provision. Dr. Ambedkar, the great Dalit leader and chief architect of the Indian Constitution had said that *"in the complex world man lives at his peril and he must find his way in it without losing his freedom. There can, under these circumstances, be no freedom that is worthwhile unless the mind is trained to use its freedom. Deprive a man of knowledge and you will make him inevitably to a slave of those more fortunate than himself... deprivation of knowledge is denied of power to use liberty for great ends. An ignorant man may be free... but he cannot employ his freedom so as to give him assurance of happiness"* as cited in Bhatt, S (2011).

Raj and Raj (1998) conducted a study in the different colleges in Kerela. The total sample of students from different colleges and schools constituted 2428 among whom 2197 were from colleges and 231 from schools. The sample for teachers is 495 and it is confined to the private sector in Kerela education. It is concluded that employment in schools and colleges has become nothing more than a means for earning one's livelihood. The teacher-taught relationship has become essentially formal with little personal involvement. The management of educational institutions is primarily concerned with the maintenance of the status quo so that upper-class domination can be a safeguard. As a result of this, the system of education has become fossilized and the upper and middle-class sections alone are given opportunities at all levels of appointments and enrollments.

The teachers and students, who are thus recruited from upper and middle classes, are further facilitating the fossilization process that has been initiated by the management.

Ganguly (2016) studied the tribal education and northeast India aims to know the status of tribal education in India. He had done his analysis based on secondary data of census report of India, 2011. The findings in his study were that the percentage of literacy rate was only 8.54 percent in 1961 which has increased to 63.1 percent in 2011. The gross enrollment ratio is higher in class I to V which is 137.2 for ST boys and 136.7 for ST girls. It is also found that physical and low socio-economy of the people are the major obstacles in the spreading of education.

Konwar and Chakraborty (2013) conducted a study on higher education scenario of the north eastern India. The study is based on secondary data collected from reputed articles of research journals, books, prominent sites relevant to higher education , magazines ,etc. Finding of some negative aspects of higher education institution of north east India are the demand supply gap. The lack of physical infrastructure. Availability of adequate and qualified teacher is a perquisite of equality and lack of innovative outlook and ingredient of research also hinders the development of the teachers and the scholar. The need to focus on extending job oriented programmes. The study found the need to improve the higher scenario in the region through more support from the as well as from Government directly to those institutions with limited funds. The study concluded that North-Eastern region education is lagging behind in quality as compared with the other education system. The educational system has faced certain setbacks such as paucity of financial allocation, regional, backwardness, political negligence and poor administration which lead to the disappointing condition of high education.

Studies related to family environment and Socio-Economic Status

Soy (2017) in her study aims to find out the relationship between socio-economic status and educational aspiration among higher secondary school student. The sample was from two Board schools and two CBSE schools of Bhopal city. The sample size is 200 students studying in class XI. The study uses the Socio-Economic Status Scale (urban) by S.P Kushretha and Educational Aspiration Scale by Dr. V.P Sharma and Anuradha Gupta. The study found that there is a positive correlation between socioeconomic status among higher secondary school students. There is a positive

correlation between socio-economic status and educational aspiration among girls but a negative correlation between socio-economic and educational aspirations among boys.

Pathak (2014) conducted a study among the college students and aim to study the educational aspirations of the students. The total number of the sample is 100 out of which 50 are male and another 50 are female. The sample is selected randomly. The tools used were Educational Aspiration Scale by V.P Sharma and Anuradha Gupta and Deo Mohan Achievement Scale by Deo Mohan (2002). The study reveals that there is a significant difference in male and female and also locality of the students in relation to their aspiration. The male has a higher level of aspirations than the female students. The mean score for the male student is 36.40 and for female students 30.48. The student of the urban area means the score is 36.16 and for students of rural area is 30.72. It shows that students of urban area have higher aspiration than those of the rural area.

Rather and Sharma (2017) studied the grades and grading system in relation to levels of aspiration. They used a descriptive survey research method. The sample size is 400 secondary school students of Aligarh district. The samples were selected through stratified random sampling technique. The results show that there is no significant relationship between the grades and level of aspiration of the students. It is also concluded that there is a significant difference between male and female, rural and urban secondary school students.

The background of the family of the respondents reveals the nature of their socialization which in turn affects their personality. The influence, of the family, is pervasive and determines various goals, aspirations, attitudes, and lifestyle of its members (Singh, N.K, 1979, p.31). It has also been viewed that Economic status significantly influences various aspects of life further stating that children from a higher social class are more likely to aspire a high education and occupational goals than children of lower social class origins (Singh, N.K,1979,p.34)

Yunus and Baba (2014) studied the effect of family environment on student's academic performance and adjustment problems in school. The study was conducted among 168 students, out of which 77 are male students and 91 are female students between the ages of 16-20 years of age. The study employed a survey design in two standardized questionnaires were administered concurrently to all the participants. The

tools used were the Family Environment Scale (FES) and School Adjustment Scale (SAS) developed by Ojiji and Tafida (2010). The result shows that family environment has no effect on academic performance of the student and also there is no gender difference in school adjustment and academic performance of the students but the family environment has an effect on school adjustment. The findings suggested the need for parents attention on their relationship with children while in school as it may affect them negatively.

Malsawmtluanga and Fanai (2018) conducted a study to find out the relationship between the home environment and academic achievement among secondary school students of Champhai town. The study used simple random sampling method. The total sample used was 210 students. The tools used for the study were Home Environment Scale developed by Aaliyaakhtar and Dr. Shail Bala Saxena and the examination result was used to find out the level of academic achievement. The study found that there was no correlation between home environment and academic achievement among female students and private school students and the negatively weak correlation was found among government school students.

Kumar and Lal (2014) studied the academic achievement in relation to family environment among adolescence. The study was conducted among 200 adolescence in the age group of 15- 18 years and convenient random sampling technique was adopted. The tools used were the Family Environment Scale by Moos (1974). The academic achievement of the studies was gathered through self-constructed information sheets, where the students have to enter the results of the two previous classes. The result shows that the mean score for males on academic achievement is 65.39 and that of females is 66.87. The mean academic performance score of enriched family environment group is higher than that of a low family environment group. It shows that children with the enriched family environment are found to have better academic achievement than those belonging to low family environment group.

Singh et.al (2015) conducted a study on the impact of home-environment of educational aspiration among the intermediate school students. The study concluded that there exists a significant relationship between home environment and educational aspiration of intermediate school students.

Kumar and Phogat (2017) stated that there exists a significant difference in overall educational aspirations in relation to the gender of the students where female students have higher educational aspirations. Socio-Economic Status (SES) also have influenced the educational aspirations of the adolescents. Parent's personal support for adolescent educational aspirations is hampering by the low SES of parents. Lomax (1985) stated that students who studied in private schools are more economically well off and have a higher degree of academic orientation than that of their public school counterparts. Makkar (2010) stated that female have significantly high educational aspirations. The educational aspirations of the students coming from the urban area and rural area differ where the students belonging to the urban area have higher educational aspirations. The students who belong to the less privileged family needed to be treated politely and psychologically to best achieve their educational aspirations. Bashir and Kaur (2017) stated that there is a positivist's significant relationship between educational aspirations of secondary students with the school. The school plays an important role in influencing the student's attitude and the development of their aspirations.

In a study conducted by Ravi and Setia (2016) it was found that there is a significant relationship between educational aspirations and family environment. The family environment enables the child to be confident and adjust well and solve his problems. Eijek and Graaf (1995) found that the size of the family, birth order and spacing had a considerable influence on the educational attainment of children. The larger the size of the family the parents need to invest more of the material resources (financial) where it is distributed among the siblings. Many siblings result to diluters of one another's resources than few widely spaced siblings. The first and the last born child is likely to have more resources from their parents and get to spent more time with them. In a similar study conducted by Glass et.al (1974) the achievement of children also depends upon the birth order. The earlier born children have higher aspiration than the later born children. The later born children spent more time under the supervision and company of the earlier-born children while the earlier born children get the opportunity to spend more time with the parents. The better educated parents encourage their children and have higher aspirations.

Yadav and Pandey (2016) stated that the child's personality is invariably influenced by the family environments that surround him. Heredity and environment play an important role in shaping the personality of the child. The study reveals that a significant relationship lies between the home environment and the educational aspirations among students. The home plays an important role in shaping the behavior attitudes and aspirations of the child. The type of family is it nuclear and joint family had a differential influence upon the child's personality. The income of the parents bears a significant relationship with student educational aspirations. Trusty (1998) stated the higher the parent involvement behavior towards the adolescents, the higher the aspirations of the adolescents. The adolescent perceived their parents more positively, more controlling which result in higher educational expectations of the adolescents. In the attainment of educational aspirations, the girls have higher educational aspirations compared to their male counterparts.

Mc Donald et al., (2012) in their study of Wangaratta youth stated that parental influence has a significant impact on the educational aspirations of the child. In the school, the one who performs well is the one whose parents have strong education values, and who permits their children to leave home to study have a high educational qualification. There are also parents without skills who fail to help their children even though they were disappointed with their child disengagement from education. Marjoribanks (1986) stated persons having parents who expressed relatively weak aspirations have low perception scores and they have comparatively low aspirations. The adolescents with the highest parental and friends aspirations had the most positive perceptions and strong aspirations and the lower parental and peer support for learning had lower aspirations.

The young people feel good when they have someone to talk to about their future Kintrea et al., (2011). Home and family life is a series of parental practices in which the parents help the children in doing their homework and stay attuned with their emotions. Where there is a good bonding between parent and children and there is an also high educational aspiration of the child. The children behavior is control and modeled with discipline and the parents inculcate learning, reading habits and aspirations. The family has a significant influence on the educational life of the child (Barber et al., 2005).

Family environment plays a vital role in the educational life of the student. Parents with greater educational aspirations participate more in school activities which help their children to perform well. One of the best ways for parents to convey the importance of education is to have high educational aspirations for their adolescent. The parenting behavior to a certain degree helps the student perform better when there is more of parental involvement. Parents also have to speak with their adolescent about the expectations from them and ask about their adolescent educational and professional goals (Hayes, 2011). Parental desire for their children is direct determinants of the child's educational plans. The influence of peers increases with the intimacy of the friendship, the influence of family structure and of the closeness of the adolescent to his mother. The educational plans of the adolescent are in considerate agreement with both parents and peers (Kandel and Lesser, 1969). Geckova et al. (2010) stated that the higher the educational level of the parents and the social support of the father the higher the educational aspirations of the students. Tafere 2015 conducted a study among children living in the poor community. The findings showed that grade is very important in influencing the aspirations as grade increases the aspirations of the students rise. The qualitative result showed that students perceive education as a way out from their poor living condition.

Yeboah et al.(2017) in their study on the parental aspirations and investments in the educational achievements of African immigrant students that SES of the parents did not play an important role in the educational achievement of the students as both parents whether high or low find it important to invest in the education of their children. The parents knew the importance of active participation in school activities such as parent-teacher meeting and sports events for the development of their children's education. The study was conducted among 205 parents using longitudinal immigrant student adaptation questionnaire. The findings also suggest the importance of parents investment through support and providing resources for their children's academic success.

In a study conducted by Mohanraj and Latha (2005) on the perceived family environment in relation to adjustment and academic achievement that family plays an important role in home adjustment and academic achievement of students. The study also found that home adjustment is influenced by the support and commitment renders by

members of the family. The study was conducted among 192 adolescents' boys and girls. Family environment Scale by Moos and Moos, Bell's adjustment inventory and academic records of the students were used to assess.

Studies related to aspirations

Yadav (2011) in his comparative study of the students try to find out the position of the level of aspiration, anxiety and academic achievement of government and non-government school students. The total was 400 school students using the descriptive survey method of Research. The tools used were Saraswat self-concept questionnaire and Gupta's level of aspiration scale. The result shows that the level of government school students is found better than non-government school students have higher aspiration than that of government boys. It is also found that government girls are better than government boys and non-government girls. The non-government girls have a higher level of an aspiration than the government boys. As a whole, the government school girls have a higher level of aspiration.

Ahiya (2016) studied the self-efficacy among secondary school students in relation to Educational Aspiration and Academic Achievements and aims to find out the correlation between the educational aspirations and academic achievement scores of school students. The research uses descriptive survey research design. The sample size is 210 students by random sampling. The tools used were Self-efficacy Scale (2014) by Arun Kumar Singh and Shruti Narain and Educational Aspiration Scale (2015) by V.P Sharma and Anuradha Gupta. The studies found that girl students in comparison to boy students, had statistically significant higher educational aspirations and it is also found that girls have high academic achievement than boys.

Rani and Setia (2016) in their study of the educational aspiration of +2 students in relation to family environment of 150 students intended to find out the relationship between educational aspiration and family environment. The students were randomly selected. The findings show that there is a significant relationship between educational aspirations and family environment of +2 students.

Saika (2015) study the level of educational aspirations of college students in relation to gender and location. The study gives importance to study and find out the level of aspirations of three districts of Assam Sibsagar, Jorhat and Golaghat. The total sample

of the study was 324 students representing the urban, semi-urban and rural areas from 27 colleges. The study uses a stratified random sampling method. The tools used in their study were Information Schedule and Educational Aspiration Scale by V.P Sharma and Anuradha Gupta of Raipur. The result shows that 10.5% of girls are more inspired than 9.88% boys. There is no significant difference in average on the levels of aspirations between the boys and girls. There is a significant difference between the means of educational aspirations of students in various colleges located in urban and rural areas as well as in semi-urban and rural areas at 0.05 levels but there is no significant difference found in between the means of students in urban and semi-urban area's colleges.

Jacob, M.J (2010) in his study on the parental expectations and aspirations for their children's attainment: An examination of the college-going mindset among parents found that parents who have higher expectations and aspirations render more help and support to their children's educational needs and encourage their children to join college. The study was conducted among 598 parents of students in the 8th and 9th grade.

Singh (2016) has made a comparative study backward caste boy and non-backward caste boys students in relation to their intelligence. The study uses a systematic technique under descriptive study with a sample size of 500 students. The tools used in the study are Mixed Group Test of Intelligence (verbal and non-verbal by PN Mehrotra) and Educational Aspirations Scale by V.P Sharma and Anuradha Gupta. It is concluded that backward caste boy students are more intelligent than non-backward caste boy students but there is no significant difference between the backward caste and non-backward caste boys students in terms of educational aspirations level.

Bora (2016) conducted a study among the secondary school students aim to assess the Educational and Occupational aspiration of the secondary school students in relation to the school environment. The study was conducted among 490 students through simple random sampling technique. The findings showed that there is no significant difference between Educational Aspiration of boys and girls. There is no significant difference between Occupational Aspirations of boys and girls but both the category has an average level of Occupational Aspirations. The study further concluded that there is a significant relationship between the Educational Aspiration and School Environment.

Ali (2018) conducted his study among 450 students out of which 240 boys and 210 girls. The study assesses the relationship between Educational Aspiration and Academic Achievement of senior secondary school students. The studies concluded that there is a significant relationship between Educational Aspiration and Academic Achievement. Educational Aspiration has a positive effect on the academic achievement of students. It is also concluded that students who belong to urban background differ in their academic achievement with that of the student with a rural background.

Singh (2016) conducted a study among 500 students under the descriptive method. The study focuses on the intelligence and educational aspiration level of backward caste boys and backward caste girls. The tools used were mixed group test of intelligence (verbal and non-verbal) by P.N Mehrotra and educational Aspiration Scale (EAS) by VP Sharma and Anuradha Gupta. The results of the study indicate there is no significant difference between backward boys and backward girls in regards to educational aspiration level. The study reveals that backward boys are more intelligent than backward class students.

Onabamiro et.al (2013) examined the Psycho-social factors predicting secondary school students academic self-efficacy among 400 students in Lagos. The students were selected randomly for the study. The study uses 18 questionnaires on the socio-psychological factors to generate data for the study. The result shows that the study habit, career aspiration, and parental involvement have a significant effect on academic self-efficacy. Based on the findings it was recommended that the government and parents should provide enabling environment for teaching and learning, the confidence in the students should be boosted, parents and teachers should encourage students to aspire for greater heights.

Kumar, N and Phogat, V (2017) examined the level of educational aspiration among secondary school students. The total sample of the study was 85 students from two private schools. The study uses simple random sampling and descriptive method. To know the level of educational aspiration, Level of Educational Aspiration Test (LEAT) developed and standardized by Yashmin Ghani Khan (2011) was used. The findings show that boys and girls differ significantly on their family support aspect and overall educational aspiration. The 't' – value is 8.46 which is higher than table value 1.98 at .05

level of significance is for overall educational aspirations between male and female students, which is significant at level .01 level of significance. There is a significant difference in overall educational aspirations in relation to the gender of the students where female students have higher educational aspirations. The students view that efforts and reality of aspired goals do not differ significantly. It is also suggested that the findings serve helpful to stakeholders such as educationists, policy makers, teachers, parents, etc.

Khattab (2015) examined the influence in student behavior by the different combinations of aspirations, expectations and school achievement. The study uses the Longitudinal Study of Young people in England (LSYPE) and selected university students in the age group of 17-18 years. The result shows that students with either high aspirations or high expectations have higher school achievements than those with both low aspirations and low expectations. It is also found that complete alignment between high aspirations, high expectations, and high achievement is the most important predictor of future educational behavior among students.

Kaur (2012) studied the educational aspiration of adolescents in relation to their intelligence. The study was conducted among 200 students of IX standard studying in secondary schools out of which 100 were from government schools and another 100 from public schools. The study uses the descriptive method of research and uses tools of Educational Aspiration Scale by V.P Sharma and Anuradha Gupta, 1966 and Raven's Standard Progressive Matrices (SPM) Raven's, 1983. The findings showed that there is no significant difference in regards to educational aspirations between the government and public schools and also there is no significant difference in educational aspiration in respect to gender. It is found that significant differences exist in the educational aspiration of adolescents with respect to the level of intelligence. The students with a high level of intelligence have high educational aspiration than the students with low level of intelligence.

Bashir and Kaur (2017) studied the educational aspiration of secondary school students in relation to the school environment. It aims to find out the difference in educational aspirations and school environment of secondary school students on the basis of locality. The study was conducted among 400 students of Kashmir division. The study

uses a descriptive survey method of research where 200 students were selected from rural areas and another 200 from the urban areas by using the simple random technique. It is concluded that there is no significant difference between rural and urban secondary school students in their educational aspiration. There is a significant difference between rural and urban school students in their school environment. The findings revealed that there is a positive significant relationship between educational aspirations of secondary school students with the school environment.

Lenka and Kant (2016) use a descriptive survey method and inferential technique for the investigation. The total sample was 200 selected among secondary school students of both special and regular schools of four districts of Orissa state. The students were in the age group of 12-18 years of age of which 100 were blind and another 100 were partially sighted students. From the sample, 90 were from the rural areas and 110 were from the urban areas. The findings showed that the level of educational aspirations of the visually challenged is low. The level of educational aspiration of partially vision children is higher than the totally blind children. The level of educational aspiration is higher in case of visually challenged children who are studying in regular schools than in special schools and likewise, it is higher with visually challenged of urban and male than that of visually challenged and female children.

Kumari (2015) conducted a study on the level of aspiration on the level of aspiration on the academic performance of school students among 300 school students. The study adopted stratified random sampling was adopted. The tools used were Personal Data Questionnaire and self-actualization inventory made by Sharma K.N (1987). The study concluded that home plays a significant role in shaping students' level of aspiration no matter what the income level or background of the family is. The study suggested that a comparative study must be conducted on the level of aspiration on the academic performance of Tribal and Non-tribal school students and also a study in relation to career aspiration and academic performance in school students.

Kakkar (2017) studied the academic achievement in relation to the home environment of secondary school student among 160 students. The study used a descriptive survey method and the random sampling method. The tools used were the Home Environment Inventory (HEI) developed by DR. Karuna Shankar Misra's and

Academic Achievement of senior school student on the basis of class X results. The findings show that there is a positive relationship between home environment and academic achievement of secondary school students. The study suggested that the school environment, locality, peer group, and the physical environment and their impact on academic achievement on students can also be studied.

Gupta and Bashir (2017) studied the level of parental encouragement, school environment and educational aspiration of secondary school students and examine the impact of parental encouragement and school environment on educational aspiration of students. The study adopted the descriptive survey method and 400 students out of which 200 students were from urban and another 200 students from rural areas were selected for the study. The sample was selected using a stratified random sampling technique. School Environment Inventory standardized by Misra (2002), Level of Educational Aspiration Test standardized by Khan (2011) and Parental Encouragement Scale developed and standardized by Sharma (2010) were used. The findings show that there is a significant positive relationship between school environment and parental encouragement with the educational aspiration of the secondary school students. School environment and parental encouragement is a significant predictor of educational aspiration of the secondary school student's magnitude of 15.1% of the variance.

Rodman and Voydanoff (1978) in their study on the educational aspirations for their young children among 436 black students found that limited resources are one reason the lower class find it difficult to rise in par with the middle class in regards to educational and occupational aspirations. The findings call for the need of social policy for the upward mobility of the lower class.

Pappattu and Vanitha (2017) conducted a study on the family environment and its effect on academic achievement among secondary school students in science. The total sample size was 300 students selected from 8 schools and normative survey method was used. The study concluded that there exists no significant difference in the mean scores of family environment factors of high school students for the sub-sample based on locale. The score of the family environment factors of urban and rural (-0.285) is found to be less than the table values (1.96 and 2.58) at 0.05 and 0.01 levels of significance. The study found that there exists no significant difference in the mean scores of achievement

in science skills based on gender. It is also conducted that there exists no significant difference in the mean score of achievement skills based on locale. The study as a whole concluded that there doesn't exist any relationship between family environment factors and achievement in science skills among high school students.

Paliwal and Rathi (2016) in their study on the academic performance as a function of level of aspiration and gender which is a comparative study among different streams of education found that the level of aspiration failed to influence the academic performance of students belonging to engineering and management but law student having a low level of aspiration showed better academic performance than students with high level of aspiration. There is a significant difference in academic performance as the girls perform better than the boys in management and legal streams of education. The study was conducted among 717 college students in the age group of 18-19 years and was randomly selected. Level of aspiration measure developed by Dr. Mahesh Bhargava and M.A Shah and class XII board results were used to measure the level of aspiration and academic performance.

The literature in this chapter has highlighted the various aspects of educational aspirations in terms of the importance of education, family environment and socio-economic status and educational aspirations. There are copious studies are found on educational aspects and family environment at global and national levels. In the northeast context few studies are found in adolescents and life skills studies and drug habits related studies among the adolescents and youths. From the literature review it can be seen that there is research gap, especially on educational aspirations and family environment. There are few studies found in the context of northeast and Manipur. Therefore, the present study tries to fill the research gaps.

In this light, the next chapter presents the methodology of the present study in terms of settings, research design, sampling, and tools of data collection, data processing and analysis of the study

CHAPTER III

METHODOLOGY

The earlier chapter presented a critical review of the literature and the major research gaps therein. In this chapter, the setting of the present study and methodology are presented, a description of the studying process and the interview techniques that were used. This chapter has been divided into two major sections. The first section deals with the profile of the study area and schools. The second section deals with the methodological aspects of the present study such as pilot study, research design, sampling, tools of data collection, sources of data, pretesting, analysis, operational definition, and limitations.

The setting: Profile of the Study Area

The present study was conducted in two government higher secondary schools of Churachandpur, Manipur. The two schools were selected based on the location, i.e core, and periphery. Vungzagen Higher Secondary School is selected for the core and is located in Mata. It is a co-educational institution with a school category of primary, upper primary, secondary and higher secondary. The school was hill high school and was established in the year 1957 and upgraded to higher secondary school in the year 2012. The medium of instruction in the school is English. At present, the total number of staff is 37 and the total number of students is 410. The school representing periphery is Sagang Higher Secondary School, in Sagang. It is a co-educational institution established in the year 1970. The medium of instruction in the school is Manipuri. The school was upgraded to Higher Secondary School in the year 2015.

The State Manipur

Manipur is one of the 28 states of India, situated on the country's northeast. The state covers an area of 22,347 square kilometers with 2,721,756 inhabitants. The state is bordered by Nagaland to the north, Mizoram to the south and Assam to the west; it also borders Burma to the east. Imphal is the capital of Manipur and Meiteilon, the primary official language of communication. English also becomes more popular and slowly gain ground as a common language. Hindi is also used by immigrants from northern India. The main occupation of the people is agriculture. The state has the quality of life in the country with excellent physical infrastructure and it has 79.85% literacy level.

Churachandpur District

Churachandpur lies in the South - Western part of Manipur. It is bounded on the North by Tamenglong, Imphal East, Senapati, Bishnupur and Thoubal Disctricts, south by Mizoram and Myanmar (Burma), east by Chandel district and west by Assam state. The total area of the district is 4,570 sq.km. Its literacy rate as per 2011 census is 82.75 percent.

Methodology

The methodological aspects of the present study such as pilot study, research design, sampling, tools of data collection, sources of data, pretesting, analysis, operational definition, and limitations are also discussed

Pilot study

In the initial stage of the pilot study, the researcher discussed the present study with the school headmasters and principals of the selected Government and Private schools in order to get permission to conduct the present study. The researcher also explained the objectives and the scope of the present to the headmasters and principals that the study is academic in nature. The pilot study ascertained the feasibility of carrying out the present study with the student respondents in both Government and private schools. They extended full cooperation in order to conduct the present study with the selected schools of high and higher secondary students.

Research Design

The present study is cross-sectional in nature and descriptive in design. The quantitative, qualitative and participatory methods were used. To obtain quantitative data from the respondent's questionnaire were collected. The case study was conducted to collect qualitative data and Focus Group Discussion for students group, teachers and parents. Daily activity schedule technique was used to know the utilization of time and leisure among the students.

Sampling

The unit of the study is high school and higher secondary school student of Churanchadpur. The respondents for the study were the high and higher secondary school students who are studying in class IX, class X, class XI, and class XII formed the population of the present study. Disproportionate stratified sampling was used to select a

sample from both the schools. Students 100 questionnaires were distributed among the two schools out of which 89 valid questionnaires returned. The sample size consists of 89 respondents of both high and higher secondary school students in class IX, class X, class XI and class XII in Churachandpur, Manipur.

Tools of Data Collection

The present study based on primary data collected from the selected schools. The structured questionnaire was used to collect quantitative data from the respondents. The questionnaire consisted of six parts. The first part was the profile of the respondents then the family details. The second part is regarding the family environment in which the family environmental scale was used by Moos and Moos. The family environmental scale is widely used by the researcher to measure the dimensions of the family environment. In the scale, there are 10 dimensions –Cohesion, Expressiveness, Conflict, Independence, Achievement orientation, Intellectual –cultural orientation, Active recreational orientation, Moral-religious emphasis, Organization, Control and out which 7 dimensions are used by the researcher for the present study.

The third part of the questionnaire was regarding the ambition and support in which Self-structured questionnaire was employed and a modified questionnaire was also adopted from Educational aspiration scale by Gupta and Sharma (2001). Four lists of questions were asked to the respondents regarding educational aspirations as a modified form of the Educational Aspirations Scale such as Examination like to pass, Examination consider to be the best, the highest examination you think will be able to pass after complete of age 20, the examination you think best and would like to pass after age 20. The first part of the questionnaire was the demographic profile and familial characteristics of the respondents.

The next part of the questionnaire is about the educational aspirations, educational support, and achievement for which the self-administered questionnaire was used.

Source of Data

The source of data is one of the most significant segments, without which, it is very difficult to gain knowledge of the present study. There were two sources of data used by the researcher. They were primary and secondary sources. The primary data

was collected from the respondents of the selected both high and higher secondary school students with the help of a structured questionnaire. In the qualitative method, participatory methods were included in the case study, focus group discussion and daily activity schedule. The secondary data was collected from books, journals, local newspapers, magazines, websites, education departments and annual reports of the schools.

Pretesting

The finalized tool was pretested with a higher secondary school in Chrachandpur and five respondents from class high school and other five from higher secondary school students and in order to find out the feasibility and adaptability of the tool. They felt that the questionnaire was very clear because it was administered. The researcher modified the questions as suggested by the student respondents based on the pre-testing of the tool which helped her to focus the present study exactly on what the researcher wanted to study based on the objectives.

Reliability of the tool

The administered scale namely Family Environment Scale developed by (Moos and Moos 2009). It was tested for its reliability by conducting the statistical tests of Cranach's alpha and the Split- half. The values are .69 and .63. Since the alpha value is more than .7 and split-half value is almost .6, the tool was found to be reliable and accepted for further data collection. Further, the Educational aspiration tool is modified and used for the research (Gupta and Sharma, 2001).

Data Collection

The Actual data collection was done by the researcher. The data were collected from the selected high and higher secondary school during the month of August – September 2018. The questionnaire was distributed to the selected respondents and the data were collected within the stipulated month period.

Definition and Concepts

Family Environment is a socializing agent and plays an important role in the education of the child. The family environment is measured the dimensions of cohesion, expressiveness, independence, achievement orientation, intellectual –cultural orientation, active recreational orientation, and organization.

Aspiration is the desire to achieve something in the near future by a student.

Educational Aspiration is an educational goal of the student to achieve through hard work and dedication based on the ambition, role model and the most important examinations likely to pass in their educational career.

Data Analysis

The raw data are processed and analyzed with the help of a computer package known as Statistical Package for Social Sciences (SPSS). The data were interpreted based on the objectives of the present study. The data are analyzed in the form of descriptive statistics and inferential statistics. The descriptive statistics mean and standard deviation, proportions and percentages and Karl Pearson's coefficient of correlation was also applied in the study. The inferential statistics parametric tests t-test was also used in the present study for testing hypotheses.

Limitations

- This present study is restricted to only high and higher secondary school going student group.
- Both high and higher secondary school students are scattered throughout the district and it was difficult to analyze the difference between the government and private school in terms of the school characteristics.
- The present study is focused to study only the district of Churachandpur so that it cannot represent the entire school student's family environment and educational aspirations.
- The present study conducted among the school students and it may not encompass the whole Manipur.

In this chapter, an attempt has been made to present the empirical contexts of the present study area. It also described the various facets of the methodology of the present study in terms of research design, sampling procedure, sources of data, tools of data

collection, processing and analysis and limitation of the study. In the next chapter Results and Discussion are described.

CHAPTER IV
RESULTS AND DISCUSSIONS

The previous chapter described the methodology and the tools used to collect data from the respondents. This chapter discusses the findings of the present study.

Profile of the respondents

The profile of the respondents helps to understand the status of the respondents. The present study sub-divided the profile of the respondents into demographic characteristics, parental characteristics and familial characteristics. Table 1 shows the Demographic Characteristic of Respondents by type of school.

Table 1
Demographic Characteristic of Respondents by Type of School

Sl. No	Characteristics	Type of School		Total N= 89
		HSLC n = 74	HSSLC n = 15	
I	Gender			
	Male	28	7	35
		37.8%	46.7%	39.3%
	Female	46	8	54
		62.2%	53.3%	60.7%
II	Age			
	13- 15 Years	55	4	59
		74.3%	26.7%	66.3%
	16 - 18 Years	19	11	30
		25.7%	73.3%	33.7%
	Mean	14.89±1.2	15.93±.79	15.07±1.2
III	Tribe			
	Kuki	18	2	20
		24.3%	13.3%	22.5%
	Hmar	2	1	3
		2.7%	6.7%	3.4%
	NA	25	4	29
		33.8%	26.7%	32.6%
	Zomi	19	1	20
		25.7%	6.7%	22.5%
	Kom	1	5	6
		1.4%	33.3%	6.7%
	Muslim	9	2	11
		12.2%	13.3%	12.4%

IV	Religion			
	Christian	38	10	48
		51.4%	66.7%	53.9%
	Hindu	25	3	28
		33.8%	20.0%	31.5%
	Muslim	11	2	13
		14.9%	13.3%	14.6%
V	Denomination			
	Evangelical Baptist Convention	13	2	15
		17.6%	13.3%	16.9%
	KhugaSadar Presbyterian	20	2	22
		27.0%	13.3%	24.7%
	Lairamwangma Baptist Church	1	6	7
		1.4%	40.0%	7.9%
	United Pentecostal Church	3	0	3
		4.1%	0.0%	3.4%
	Catholic	1	0	1
		1.4%	0.0%	1.1%
	No denomination	36	5	41
		48.6%	33.3%	46.1%
VI	Mode of Schooling			
	Day Scholar	72	15	87
		97.3%	100.0%	97.8%
	Hosteller	2	0	2
		2.7%	0.0%	2.2%
VII	Birth Order			
	Eldest child	14	5	19
		18.9%	33.3%	21.3%
	Middle child	38	7	45
		51.4%	46.7%	50.6%
	Youngest child	21	3	24
		28.4%	20.0%	27.0%
	Only child	1	0	1
		1.4%	0.0%	1.1%

Source: Computed

Gender is an important variable of difference between in order to know the social and cultural differences. Among the HSLC students, one third (37.8%) are male and the

majority two third (62.2%) are female. Similarly, among HSSLC students, two fifths (46.7%) are male and the majority two fourth(53.3%) are female. From both category of the above table shows the majority two third (60.7%) of the respondents are female and had higher percentages than male.

Age is a variable of defining an individual development in terms of years. The present study has categorized the age into two groups viz 13-15 years and 16-18 years age group. Among the HSLC students, three fourth (74.3%) are in the age group of 13-15 years and one fourth 25.7% are in the age group of 16-18 years of age. Similarly among the HSSLC students, one fourth(26.7%) are in the age group of 13-15 years of age and the remaining almost three fourth(73.3%) are in the age group of 16-18 years. From both category of the above table, it is observed that the majority two third (66.3%) are in the age group of 13-15 years. The mean age of the student was 15.07 with Standard Deviation 1.2.

The tribe is a division in a society which gives an indication of numerous families sharing same language or dialect, culture, social and economic characteristics. Among the HSLC students one fourth (24.3%) belong to the tribe of Kuki, less than one-tenth (2.7%) Hmar,one fourth (25.7%) Zomi, less than one-tenth (1.4%) Kom, one-tenth (12.2%) Muslim and one third (33.8%) do not have tribe as they belong to Meitei community. From both category of the above table, it is observed that the majority one third (32.6%)are Meitei followed by Zomi, Kuki, Muslim, Kom and Hmar.

Religion is an institution of a belief and faith and particular system of worship. Among the HSLC students, about half (51.4%) are Christian, one third (33.8%) Hindu and more than one-tenth (14.9%) Muslim. Similarly among the HSSLC students (66.7%) are Christian, one fifth (20.0%) Hindu and the remaining more than one-tenth (13.3%) are Muslim. From both category of the above table, it is observed that more than half (53.9%) belong to Christian.

A denomination is part of a religious group of Christian faith with slightly different beliefs and doctrine. Among the HSLC students less than one fifth (17.6%) belong to Evangelical Baptist Convention, one fourth (27.0%) belong to Khuga Sadar Presbyterian, less than one-tenth (1.4%) belong to Lairamwangma Baptist Church, less than one-tenth 4.1% belong to United Pentecostal Church, less than one-tenth (1.4%)

belong to Catholic and almost half (48.6%) does not belong to any denomination as they are not Christian. Similarly among the HSSLC students one-tenth (13.3%) belong to Evangelical Baptist Convention another one-tenth (13.3%) belong to Kuga Sadar Presbyterian, two fifth (40%) belong to Lairamwangma Baptist Church, less than one-tenth 1.1% belong to Catholic and one third (33.3%) does not belong to any denomination as they are not Christian. From both category of the above table, it is observed that majority two fifths (46.1%) does not belong to any denomination as they are not Christian and then followed by KhugaSadar Presbyterian, Evangelical Baptist Convention, Lairamwangma Baptist Church, United Pentecostal Church, and Catholic.

Mode of schooling gives a picture of the student daily routine and the present residence of the students. The present study has categorized the student groups into day scholar and hosteller. Among the HSLC students, vast majority (97.3%) are day scholar and less than one-tenth (2.7%) are hosteller. Similarly, among HSSLC students, vast majorities (97.8%) are day scholar and none of the HSSLC students is hosteller. From both categories of the above table, it is observed that majority vast majority (97.8%) are day scholar.

Birth order is the order of birth of a child in a family and has a profound effect on the psychological and educational development of a child. Among the HSLC students, one fifth (18.9%) is the eldest child, more than half (51.4%) is the middle child, more than one fourth (28.4%) is the youngest child and less than one-tenth (1.4%) is the only child. Similarly, among the HSSLC students, one third (33.3%) are the eldest child, two fifths (46.7%) are the middle child, one fifth (20%) is the youngest child and none of the HSSLC students is the only child. From both category of the above table, it is observed that the majority more than half (50.6%) are the middle child followed by the youngest child, eldest child and the only child.

Parental Characteristics of the Respondents

Parental Characteristics are an important variable to understand the respondents' parents. Parental influence plays an important role in a child's social, emotional, mental and educational development. Table 2 has included seven sub-parental characteristics viz father's education, father's occupation, father's monthly income, mother's education, mother's occupation, mother's monthly income, and family income.

Table 2
Parental Profile of the Respondents

Sl. No.	Characteristics	Type of School		Total N =89
		HSLC n = 74	HSSLC n= 15	
I	Father's Education			
	Illiterate	26	6	32
		35.1%	40.0%	36.0%
	Primary (I-V)	16	2	18
		21.6%	13.3%	20.2%
	Middle (VI-VIII)	12	1	13
		16.2%	6.7%	14.6%
	High (IX-X)	13	5	18
		17.6%	33.3%	20.2%
	Higher (XI-XII)	7	1	8
		9.5%	6.7%	9.0%
II	Father's occupation			
	Carpenter	2	0	2
		2.7%	0.0%	2.2%
	Cultivator	65	15	80
		87.8%	100.0%	89.9%
	Daily Labour	4	0	4
		5.4%	0.0%	4.5%
	Driver	1	0	1
		1.4%	0.0%	1.1%
	Masion	1	0	1
		1.4%	0.0%	1.1%
	Teacher	1	0	1
		1.4%	0.0%	1.1%
III	Father's Monthly Income			
	Rs. 1000 -5000	59	11	70
		79.7%	73.3%	78.7%
	Rs. 5000 – 10000	15	4	19
		20.3%	26.7%	21.3%
	Mean±SD	4479.73±1764.25	4960.00±2327.72	4560.67±1864.600

IV	Mother's Education			
	Illiterate	38	10	48
		51.4%	66.7%	53.9%
	Primary (I-V)	14	1	15
		18.9%	6.7%	16.9%
	Middle (VI-VIII)	12	3	15
		16.2%	20.0%	16.9%
	High (IX-X)	8	1	9
		10.8%	6.7%	10.1%
	Higher (XI-XII)	2	0	2
		2.7%	0.0%	2.2%
V	Mother's occupation			
	Cultivator	8	2	10
		10.8%	13.3%	11.2%
	Daily Labour	1	0	1
		1.4%	0.0%	1.1%
	Housewife	42	7	49
		56.8%	46.7%	55.1%
	Petty Business	7	3	10
		9.5%	20.0%	11.2%
	Shopkeeper	4	1	5
		5.4%	6.7%	5.6%
	Weaver	12	2	14
		16.2%	13.3%	15.7%
VI	Mother's Income			
	No Income	42	7	49
		56.8%	46.7%	55.1%
	Rs.500-2000	14	3	17
		18.9%	20.0%	19.1%
	Rs.2000 – 3500	10	2	12
		13.5%	13.3%	13.5%
	Rs. 3500 -5000	8	3	11
		10.8%	20.0%	12.4%
VII	Family Monthly Income			
	Rs. 1000-5000	41	5	46
		55.4%	33.3%	51.7%
	Rs. 5000 – 10000	25	9	34
		33.8%	60.0%	38.2%
	Rs. 10000 & Above	8	1	9
		10.8%	6.7%	10.1%

Source: Computed

Parent's education is one of the most influential factors in the education of the child. The children acquire and learn certain things from their parents. The way parents brought up their child and their educational level has an impact on the education of the child. The study divided the level of educational level of the parents into six levels viz illiterate, primary, high and higher secondary level. Among the HSLC students, one third (35.1%) of the respondents' fathers are illiterate, one fifth (21.6%) primary, less than one fifth (16.2%) middle, less than one fifth (17.6%) high school level and less than one-tenth (9.5%) higher secondary level. Similarly, among the HSSLC students, two fifths (40%) of the respondents' fathers are illiterate, one-tenth (13.3%) primary, less than one-tenth (6.7%) middle, one third (33.3%) high school and the remaining less than one-tenth (6.7%) are higher secondary level. From both category of the above table, it is observed that majority i.e one third (36.0%) respondents' fathers are illiterately followed by the educational level of primary and high school with the same percentages then the middle and higher secondary level.

Among the HSLC students, less than one-tenth (2.7%) of the respondent's father's occupation is carpenter, more than three fourth (87.8%) cultivator, less than one-tenth (5.4%) daily labour, less than one-tenth (1.4%) driver, less than one-tenth (1.4%) each mason and teacher. Similarly, among the HSSLC students, all the respondent's fathers education is a cultivator. From both category of the above table, it is observed that vast majority (89.9%) respondents' fathers' occupation is cultivator followed by daily labor, carpenter and driver, mason, a teacher with the same percentages.

Among the HSLC students majority, three fourth (79.7%) of the respondent's father's income was Rs. 1000-5000 and one fifth (20.3%) income was Rs.5000-10,000. Similarly among the HSSLC students, three fourth (73.3%) of the respondent's father's income was Rs.1000-5000 and the remaining one fourth (26.7%) income was Rs.5000-10,000. From both category of the above table, it is observed that the majority three fourth (78.7%) of the respondent's father's income is Rs.1000-5000 per month. The mean monthly income of the respondent's father was 4560.67 with Standard Deviation 1864.600.

Among the HSLC students about half (51.4%) of the respondent's mother's are illiterate, one fifth (18.9%) primary, less than one fifth (16.2%) middle, one-tenth (10.8%) high school level and less than one-tenth (2.7%) higher secondary level. Similarly, among the HSSLC students, two third (66.7%) of the respondents' mothers are illiterate, less than one-tenth (6.7%) primary, one fifth (20%) middle, less than one-tenth (6.7%) high and none of the respondent's mother's reach the higher secondary level. From both categories of the above table, it is observed that majority i.e. more than half (53.9%) respondents mother are illiterate followed by the educational level of primary and middle with the same percentages then the high and higher secondary level.

Among the HSLC students one-tenth (10.8%) of the respondent's mother's occupation was cultivator, (1.4%) daily labor, more than half (56.8%) housewife, one-tenth (9.5%) petty business, (5.4%) shopkeeper and less than one fifth (16.2%), weaver. Similarly among the HSSLC students less than one fifth (13.3%) cultivator, two fifths (46.7%) housewife, one fifth (20%) petty business, less than one-tenth (6.7%) shopkeeper and less than one fifth (13.3%) weaver. From both category of the above table it is observed that majority i.e more than half (55.1%) respondents mother's occupation is housewife followed by Weaver, cultivator and petty business sharing the same percentages then the shopkeeper and daily labor.

Among the HSLC students, more than half (56.8%) of the respondents' mothers have no income as they are housewife one fifth (18.9%) income was Rs 500-2000, less than one fifth (13.5%) income was Rs.3500-5000. Similarly, among the HSSLC students two fifths (46.7%) of the respondents' mothers have no income as they are a housewife, one fifth (20%) income was Rs.500-2000, less than one fifth (13.3%) income was Rs.2000-3500 and remaining one fifth (20%) income was Rs.3500-5000. From both category of the above table, it is observed that more than half (55.1%) respondents mother's did not have income as they are housewife followed by mothers with income of Rs.500-2000 and mothers with income of Rs.2000-3500 and Rs.3500-5000.

Among the HSLC students more than half (55.4%) of the respondents family income was Rs.1000-5000, one third (33.8%) respondents family income was Rs.5000-10,000 and the remaining one-tenth (10.8%) family income was Rs.10,000 & Above. Similarly, among the HSSLC students, one third (33.3%) of the respondents family

income was Rs.1000-5000, almost two-thirds (60%) respondents family income was Rs.5000-10,000 and less than one-tenth (6.7%) family income was Rs.10,000 & Above. From both category of the above table, it is observed that majority i.e. more than half (51.7%) family income is Rs.1000-5000 followed by a family income of Rs.5000-10,000 and Rs.10, 000 & above.

Familial characteristics of the respondents

The familial characteristics are important determinants of the parenting, quality and well-being of the family. Table 3 shows the familial characteristics of the respondents by type of school. It is divided into namely size of family, type of family and form of family.

Table 3
Familial characteristics of the Respondents by Type of School

Sl.No.	Characteristics	Type of School		Total N=89
		HSLC n=74	HSSLC n= 15	
I	Size of family			
	Small (1-3)	1	0	1
		1.4%	0.0%	1.1%
	Medium (4-6)	36	7	43
		48.6%	46.7%	48.3%
	Large (7>)	37	8	45
		50.0%	53.3%	50.6%
	Mean Size			
II	Type of family			
	Nuclear	60	13	73
		81.1%	86.7%	82.0%
	Joint	14	2	16
		18.9%	13.3%	18.0%
III	Form of family			
	Stable	61	9	70
		82.4%	60.0%	78.7%
	Broken	4	1	5
		5.4%	6.7%	5.6%
	Reconstituted	4	1	5
		5.4%	6.7%	5.6%
	Single parent	5	4	9
		6.8%	26.7%	10.1%

Source: Computed

Among the HSLC students one-tenth (14%) of the respondents belonged to small family (1-3) members, two fifths (48.6%) belonged to medium family (4-6) members and a half (50%) belonged to the large family having more than 7 members. Similarly, among the HSSLC students, two fifths (46.7%) belonged to the medium family having 4-6 members and more than half (53.3%) belonged to a large family having more than 7 members. From both categories of the above table, it is observed that majority more than half (50.6%) respondents belonged are having a large family of more than 7 members.

Among the HSLC students, more than three fourth (81.1%) belonged to the nuclear family and less than one fifth (18.9%) belonged to the joint family. Similarly, among the HSSLC students, more than three fourth (86.7%) belonged to the nuclear family and less than one fifth (13.3%) belonged to the joint family. From both categories of the above table, it is observed that the majority of more than three fourths (82%) respondents belonged to the nuclear family.

Among the HSLC students more than three fourths (82.4%) belonged to a stable family, less than one-tenth (5.4%) each belonged to a broken family and reconstituted family. Similarly among the HSSLC students three-fifth (60%) belonged to the stable family and less than one-tenth (6.7%) each belonged to the reconstituted family and almost one third (26.7%) belonged to the single-parent family. From both category of the above table, it is observed that the majority i.e. more than three fourths (78.7%) belonged to a stable family.

Socio-Economic Characteristics by Type of School

Socio-Economic characteristic is an indicator of one's standing position in a society. Table 4 shows the Respondents Socio-Economic Characteristics by type of school. It is divided into viz type of house, ownership of a house, socio-economic status and social status.

Table 4
Respondents Socio-Economic Characteristics by Type of School

Sl. No.	Characteristics	Type of School		Total N=89
		HSLC n = 74	HSSLC n =15	
I	Type of house			
	Pucca	10	3	13
		13.5%	20.0%	14.6%
	Semi-pucca	21	3	24
		28.4%	20.0%	27.0%
	Kutchha	43	9	52
		58.1%	60.0%	58.4%
II	Ownership of house			
	Owned	59	11	70
		79.7%	73.3%	78.7%
	Rented	11	4	15
		14.9%	26.7%	16.9%
	Quarter	4	0	4
		5.4%	0.0%	4.5%
III	Socio-economic status			
	APL	9	1	10
		12.2%	6.7%	11.2%
	BPL	55	10	65
		74.3%	66.7%	73.0%
	AAY	1	2	3
		1.4%	13.3%	3.4%
	No category	9	2	11
		12.2%	13.3%	12.4%
IV	Social status			
	ST	37	8	45
		50.0%	53.3%	50.6%
	SC	13	2	15
		17.6%	13.3%	16.9%
	OBC	24	5	29
		32.4%	33.3%	32.6%

Source: Computed

Among the HSLC students one-tenth (13.5%) lived in a pucca house, one fourth (28.4%) lived in semi-pucca house and almost two-thirds (58.1%) lived in the kutchha house. Similarly, among the HSSLC students, one fifth (20%) each lived in a pucca and semi-pucca house and three fifths (60%) lived in a kutchha house. From both categories of

the above table, it is observed that majority i.e. almost three-fifth (58.4%) lived in a kutcha house.

Among the HSLC students more than three fourth (79.7%) owned their house, less than one fifth (14.9%) lived in a rented house and less than one-tenth (5.4%) lived in the quarter. Similarly among the HSSLC students, three fourth (73.3%) owned their house, one fourth (26.7%) lived in a rented house. From both categories of the above table, it is observed that majority i.e. three fourth (78.7%) owned their house.

Among the HSLC students about one-tenth (12.20%) belonged to Above Poverty Line, three fourth (74.3%) belonged to Below Poverty Line, less than one-tenth (1.4%) belonged to Antyodaya Anna Yojana and less than one fifth (12.2%) belong to No Category group. Similarly, among the HSSLC students, less than one-tenth 6.7% belonged to APL, two third (66.7%) belonged to BPL and one-tenth (13.3%) each belonged to AAY and No category group. From both categories of the above table, it is observed that majority i.e. three fourth(73%) belonged to BPL.

Among the HSLC students half (50%) belonged to Scheduled Tribe, almost one fifth (17.6%) belonged to Scheduled Caste, one third (32.4%) belonged to Other Backward Caste. Similarly among the HSSLC students about half (53.3%) belonged to ST, less than one fifth (13.3%) belonged to SC and remaining one third (33.3%) belonged to OBC. From both categories of the above table, it is observed that majority i.e. more than half (50.6%) belonged to ST.

Descriptive statistics of Family Environment

Family environment is an important indicator as everything the child learns start from the family. Table 5 shows the Descriptive statistics of Family Environment by type of School. T is divided into viz cohesion, expressiveness, independence, achievement orientation, intellectual-cultural orientation, active recreational orientation, and organization.

Table 5
Descriptive statistics of Family Environment by Type of School of the Respondents

Sl. No.	Family Environment	Type of School				Total N = 89	
		HSLC n=74		HSSLC n = 15			
		Mean	S.D	Mean	S.D	Mean	S.D
1	Cohesion	6.30	1.36	5.80	1.20	6.21	1.34
2	Expressiveness	4.70	1.41	4.53	1.40	4.67	1.40
3	Independence	4.68	1.36	4.67	1.29	4.67	1.34
4	Achievement Orientation	5.27	1.30	5.73	1.10	5.35	1.28
5	Intellectual Cultural Orientation	4.84	1.63	4.67	1.29	4.81	1.57
6	Active Recreational Orientation	4.70	1.51	5.00	1.41	4.75	1.49
7	Organisation	4.82	1.18	4.20	1.26	4.72	1.21

The above table depicts that among the respondents the highest mean score is cohesion (6.21) in which the highest mean score (6.30). The second highest mean score is Achievement orientation (5.35) in which the highest mean score is (5.73) among the HSSLC students. The least mean score is found between two dimension expressiveness and independence (4.67).

The data shows that the highest mean score among the FES is cohesion and is high in HSLC whereas in the Achievement Orientation the highest mean score is among the HSSLC students. It is clearly observed that the higher the standard the aspiration level also rise up.

Level of Family Environment by Type of School

The level of the Family environment is an important indicator in the child's educational and career development. Table 6 shows the respondents level of Family Environment by type of school. It is divided into cohesion, expressiveness, independence, achievement orientation, intellectual-cultural orientation, active recreational orientation and organization, and family environment.

Table 6
Respondents Level of Family Environment by Type of School

Sl. No.	Family Environment	Type of School		Total N = 89
		HSLC n = 74	HSSLC n = 15	
I	Cohesion			
	Low (1-3)	1	1	2
		1.4%	6.7%	2.2%
	Moderate (3-6)	41	11	52
		55.4%	73.3%	58.4%
	High (6-9)	32	3	35
		43.2%	20.0%	39.3%
II	Expressiveness			
	Low (1-3)	14	3	17
		18.9%	20.0%	19.1%
	Moderate (3-6)	52	11	63
		70.3%	73.3%	70.8%
	High (6-9)	8	1	9
		10.8%	6.7%	10.1%
III	Independence			
	Low (1-3)	16	3	19
		21.6%	20.0%	21.3%
	Moderate (3-6)	52	11	63
		70.3%	73.3%	70.8%
	High (6-9)	6	1	7
		8.1%	6.7%	7.9%
IV	Achievement			
	Low (1-3)	7	0	7
		9.5%	0.0%	7.9%
	Moderate (3-6)	53	11	64
		71.6%	73.3%	71.9%
	High (6-9)	14	4	18
		18.9%	26.7%	20.2%
V	Intellectual Cultural Orientation			
	Low (1-3)	16	3	19
		21.6%	20.0%	21.3%
	Moderate (3-6)	45	11	56
		60.8%	73.3%	62.9%
	High (6-9)	13	1	14
		17.6%	6.7%	15.7%

VI	Active Recreational Orientation			
	Low (1-3)	13	3	16
		17.6%	20.0%	18.0%
	Moderate (3-6)	53	9	62
		71.6%	60.0%	69.7%
	High (6-9)	8	3	11
		10.8%	20.0%	12.4%
VII	Organisation			
	Low (1-3)	12	4	16
		16.2%	26.7%	18.0%
	Moderate (3-6)	57	11	68
		77.0%	73.3%	76.4%
	High (6-9)	5	0	5
		6.8%	0.0%	5.6%
	Family Environment			
	Moderate (21-41)	67	15	82
		90.5%	100.0%	92.1%
	High (41 and above)	7	0	7
		9.5%	0.0%	7.9%

Source: Computed

Cohesion refers to the support and bonding in the family and it has been classified into three levels; low, moderate and high. Majority of the respondents i.e. more than half (58.4%) 52 respondents have a moderate cohesion among the family.

Expressiveness refers to the freedom of the members of the family in expressing their thoughts and feelings. From the above table, it is observed that majority i.e. almost three fourth (70.8%) 63 respondents are moderate in their expressiveness.

Independence refers to the degree of freedom of the family members in doing certain things. The above data shows that majority i.e. almost three fourth (70.8%) respondents are moderate in Independence level.

Achievement refers to the encouragement and support among members to achieve high. From the above table, it is observed that majority i.e. almost three fourth (71.9%) respondents have a moderate level towards achievement among the family.

Intellectual-cultural orientation refers to the degree of participation of family members in the society. The above table shows that majority i.e. almost two-thirds

(62.9%) respondents have a moderate level towards intellectual-cultural orientation among the family.

Active recreational orientation refers to the time spent and recreate through activities. The above table shows that two third (69.7%) have a moderate level towards active recreational orientation.

Table 7 Correlates of Family Environment

Sl. No.	Family Environment	Cohesion	Expressiveness	Independence	Achievement Orientation	Intellectual Cultural Orientation	Active Recreational Orientation	Organisation	Family Environment
1	Cohesion	1							
2	Expressiveness	-.041	1						
3	Independence	.234*	.021	1					
4	Achievement Orientation	-.004	-.164	-.059	1				
5	Intellectual Cultural Orientation	.202	.193	.196	-.125	1			
6	Active Recreational Orientation	.106	.069	.044	.277**	-.015	1		
7	Organisation	.169	-.088	.110	.159	.180	.068	1	
8	Family Environment	.518**	.334**	.483**	.313**	.549**	.502**	.467**	1

Source: Computed

*. Correlation is significant at the 0.05 level (2-tailed).

**.. Correlation is significant at the 0.01 level (2-tailed).

Correlation is the standardized scale to find the relationship between two variables. In the present table 7 shows the variables of the family environment have been given and seven environment variables have been given with the overall family environment viz cohesion, expressiveness, Independence, achievement orientation, intellectual cultural orientation, active recreational orientation, organization, and family environment.

The above table shows that there is a positive correlation existing between independence and cohesion of family environment at 0.05 level of significance (.234) and between active recreational orientation achievement orientations at 0.01 level of significance (.277). The family environment as a whole has a positive correlation with all the variables at 0.01 level of significance: cohesion (.518), Expressiveness (.334), independence (.483), achievement orientation (.313), intellectual cultural orientation (.549), active recreational orientation (.502) and organization (.467) which indicates that the respondents family is having a cohesive, expressive, independence, achievement orientation, intellectual cultural organization, active recreational orientation, and an organized family.

Respondents Ambition by Type of School

Ambition is something which an individual desires to become or achieve in the future. The purpose here is to find out whether or not the respondents have ambition, what is the ambition, whether or not the respondents have a role model and to know the role model. Table 8 shows Respondents Ambition by Type of School.

From the table, it is found that among the HSLC students three fourth (78.4%) have ambition and one fifth (21.6%) did not have ambition. Similarly, among the HSSLC students, more than three fourth (86.7%) have ambition and less than one fifth (13.3%) did not have ambition. From both categories of the above table, it is found that majority of the students more than three fourths (79.8%) have ambition.

Among the students having ambition majority of the students one fifth (18.0%) wanted to become doctor followed by army one-tenth (14.6%), civil service one-tenth (13.5%), teacher one-tenth (12.4%), others one-tenth (10.1%), and less than one-tenth (5.6%) each MPS and sport person.

Table 8
Respondents Ambition by Type of School

Sl. No.	Ambitions	Type of School		Total N = 89
		HSLC n = 74	HSSLC n = 15	
I	Ambition			
	Yes	58	13	71
		78.4%	86.7%	79.8%
	No	16	2	18
		21.6%	13.3%	20.2%
II	Ambition			
	Doctor	15	1	16
		20.3%	6.7%	18.0%
	Civil Service (UPSC)	9	3	12
		12.2%	20.0%	13.5%
	MPS	3	2	5
		4.1%	13.3%	5.6%
	Defense	11	2	13
		14.9%	13.3%	14.6%
	Teacher	7	4	11
		9.5%	26.7%	12.4%
	Sports	5	0	5
		6.8%	0.0%	5.6%
	Others	8	1	9
		10.8%	6.7%	10.1%
	Don't Have	16	2	18
		21.6%	13.3%	20.2%
III	Role model			
	Yes	25	6	31
		33.8%	40.0%	34.8%
	No	49	9	58
		66.2%	60.0%	65.2%

IV	Ambition Role Model			
	None	49	9	58
		66.2%	60.0%	65.2%
	Others	2	1	3
		2.7%	6.7%	3.4%
	Scientist	7	1	8
		9.5%	6.7%	9.0%
	Teacher	1	1	2
		1.4%	6.7%	2.2%
	Actor	7	1	8
		9.5%	6.7%	9.0%
	Politician	1	0	1
		1.4%	0.0%	1.1%
	Freedom Fighter	1	1	2
		1.4%	6.7%	2.2%
	Pastor	1	0	1
		1.4%	0.0%	1.1%
	Singer	2	0	2
		2.7%	0.0%	2.2%
	Doctor	3	1	4
		4.1%	6.7%	4.5%

Source Computer

A role model is a person whose behavior is admired and imitated by others. The present study intended to know whether or not the students have a role model and who is their role model. From the above table among the HSLC students, one third (33.8%) have a role model and two third (66.2%) did not have a role model. Similarly, among the HSSLC students, two fifths (40%) have a role model and three fifth (60%) did not have a role model. From both categories of the above table, one third (34.8%) have a role model and two third (65.2%) did not have a role model. The result indicates that the majority two third (65.2%) did not have a role model.

Educational Aspirations by Type of School

Educational aspirations are an important indicator of the student's desire and level for achievement in the academic. The present study intended to know the educational aspirations of the student and included four educational aspirations indicator viz: the examination the respondents like to pass, the examination which the respondents consider

to be the best, the highest examination the respondents consider to be able to pass after complete age 20 and the examination the respondents consider best and would like to pass after age 20.

Table 9
Respondents Educational Aspirations by Type of School

Sl. No.	Educational Aspirations	Type of School		Total N =89
		HSLC n = 74	HSSLC n = 15	
I	Examination like to pass			
	HSLC	23	5	28
		31.1%	33.3%	31.5%
	HSSLC	18	3	21
		24.3%	20.0%	23.6%
	Bachelor Degree	5	1	6
		6.8%	6.7%	6.7%
	Master Degree Exam	28	6	34
		37.8%	40.0%	38.2%
II	Examination Consider being the best			
	Union Public Service Commission (UPSC)	25	6	31
		33.8%	40.0%	34.8%
	Manipur Public Service Commission (MPSC)	26	3	29
		35.1%	20.0%	32.6%
	Staff Selection Commission (SSC)	6	1	7
		8.1%	6.7%	7.9%
	Teacher's Eligibility Test (TET)	17	5	22
		23.0%	33.3%	24.7%
III	The Highest Examination think will be able to pass after complete of 20 years			
	Ph.D. (Doctoral degree)	19	1	20
		25.7%	6.7%	22.5%
	M.Phil (Master of Philosophy)	9	3	12
		12.2%	20.0%	13.5%
	Master Degree	13	5	18
		17.6%	33.3%	20.2%
	Bachelor Degree	20	5	25
		27.0%	33.3%	28.1%
	Higher Secondary	13	1	14
		17.6%	6.7%	15.7%

IV	Best and like to pass after age 20			
	Civil Service Examination (CSE)	35	8	43
		47.3%	53.3%	48.3%
	Indian Economic Service Examination (IES)	10	3	13
		13.5%	20.0%	14.6%
	Indian Statistical Service Examination	8	2	10
		10.8%	13.3%	11.2%
	Indian Military Academy Exam	21	2	23
		28.4%	13.3%	25.8%

Source: Computed

From the above table among the HSLC students one third (31.1%) like to pass HSLC, one fourth (24.3%) HSSLC, less than one-tenth (6.8%) Bachelor degree, one third (37.8%) Master degree exam. Similarly, among the HSSLC students one third (33.3%) like to pass HSLC students, one fifth (20%) HSSLC, less than (6.7%) Bachelor degree and two fifth (40%) Master degree exam. From both category of the above table majority, one third (34%) would like to pass Master degree exam.

Among the HSLC students, one third (33.8%) consider UPSC to be the best examination, one third (35.1%) MPSC, less than one-tenth (8.1%) SSC, one fifth (23%) TET exam. Similarly, among the HSSLC students, two fifths (40%) consider UPSC to be the best examination, (20%) MPSC, less than one-tenth (6.7%) SSC and one third (33.3%) TET exam. From both categories of the above table majority, one third (34.8%) consider UPSC exam to be the best.

Among the HSLC students one fourth (25.7%) respondents consider Ph.D. to be the highest examination that they will be able to pass after complete of age 20, one-tenth (12.2%) M.Phil, one fifth (17.6%) Master degree, one fourth (27%) Bachelor degree and one fifth (17.6%) Higher Secondary. Similarly among the HSSLC students less than one-tenth (6.7%) respondents consider PhD to be the highest examination that they will be able to pass after complete of age 20, one fifth (20%) M.Phil, one third (33.3%) each Master degree and Bachelor degree and less than one-tenth (6.7%) Higher Secondary. From both categories of the above table majority, one fourth (28.1%) respondents consider Bachelor Degree to be the highest examination he thinks will be able to pass.

Among the HSLC students, two fifths (47.3%) consider Civil Service Examination to be the best exam and like to pass after age 20, one-tenth (13.5%) Indian

Economic Service Examination, one-tenth (10.8%) Indian Statistical Service Examination) and one fourth (28.4%) Indian Military Exam. Similarly among the HSSLC more than half (53.3%) consider Civil Service Examination to be the best exam and like to pass after age 20, one fifth (20%) Indian Economic Service Examination and one-tenth (13.3%) each to Indian Statistical Service Examination and Indian Military Academy Exam. From both categories of the above table majority more fifth (48.3%) consider the Civil Service Examination to be the best exam and like to pass after age 20.

Opinion on Everyone about Educational Aspiration by Type of School

The present study aims to know the respondent's opinion and expectation that everyone should pass. Table 10 shows Respondents Opinion on Everyone about Educational Aspiration by Type of School.

Table 10
Respondents Opinion on Everyone about Educational Aspiration by Type of School

Sl. No.	Opinion	Type of School		Total N = 89
		HSLC n = 74	HSSLC n = 15	
I	Examination everyone should at passing			
	Primary	5	0	5
		6.8%	0.0%	5.6%
	Middle	3	0	3
		4.1%	0.0%	3.4%
	HSLC	23	2	25
		31.1%	13.3%	28.1%
	HSSLC	2	2	4
		2.7%	13.3%	4.5%
	Bachelor	8	3	11
		10.8%	20.0%	12.4%
	Master	33	8	41
		44.6%	53.3%	46.1%

II	Think you will certainly able to pass			
	SBI PO (Probationary Officer)	6	1	7
		8.1%	6.7%	7.9%
	IBPS (Institute Bank Personnel Selection)	8	0	8
		10.8%	0.0%	9.0%
	Civil Service Examination (CSE)	26	5	31
		35.1%	33.3%	34.8%
	Manipur Public Service Commission (MPSC)	24	6	30
		32.4%	40.0%	33.7%
	Staff Selection Commission (SSC)	7	3	10
		9.5%	20.0%	11.2%
	Combine Graduate Level (CGL)	3	0	3
		4.1%	0.0%	3.4%
III	Think best and like to pass after age 20			
	Indian Administrative Service (IAS)	28	4	32
		37.8%	26.7%	36.0%
	Indian Foreign Service (IFS)	11	3	14
		14.9%	20.0%	15.7%
	Indian Police Service (IPS)	31	3	34
		41.9%	20.0%	38.2%
	Indian Revenue Service (IRS)	4	5	9
		5.4%	33.3%	10.1%
IV	Think best and like to pass after age 20			
	Bachelor of Legislative Law (L.L.B)	7	5	12
		9.5%	33.3%	13.5%
	Bachelor of Engineering (B.E)	19	1	20
		25.7%	6.7%	22.5%
	Bachelor of Education (B.Ed.)	27	6	33
		36.5%	40.0%	37.1%
	Bachelor of Library Science (B.Lib)	21	3	24
		28.4%	20.0%	27.0%

Source: Computed

Among HSLC students less than one-tenth (6.8%) opined that everyone should pass the primary level, than one-tenth (4.1%) middle, one third (31.1%) HSLC, than one-tenth (2.7%) HSSLC, (10.8%) Bachelor degree and two fifth (44.6%) Master degree. Among the HSSLC students than one-tenth (13.3%) each opined that everyone should pass HSLC and HSSLC, two fifths (20%) Bachelor degree and more than half (53.3%) Master degree. From both categories of the above table majority, two fifths (46.1%) opined that everyone should pass Master degree exam.

Among the HSLC students less than one-tenth (8.1%) think that they will certainly be able to pass Bank PO (Probationary Officer), one-tenth (10.8%) IBPS (Institute Bank Personal Selection), one third 35.1% Civil Service Examination (CSE), one third (32.4%) Manipur Public Service Commission (MPSC), less than one-tenth (9.5%) Staff Selection Commission (SSC) and less than one-tenth (4.1%) Combine Graduate Level (CGL). Similarly, less than one-tenth (6.7%) think they will certainly be able to pass Bank PO, one third (33.3%) CSE, two fifth (40%) MPSC and one fifth (20%) SSC. From both categories of the above table majority, one third (34.8%) think that they will certainly be able to pass the Civil Service Examination.

Among the HSLC students almost two-fifth one third (37.8%) consider Indian Administrative Service (IAS) to be the best examination and like to pass after age 20, less than one fifth (14.9%) Indian Foreign Service (IFS), two fifth (41.9%) Indian Police Service (IPS), less than one-tenth (5.4%) Indian Revenue Service (IRS). Similarly one fourth (26.7%) consider Indian Administrative Service (IAS), one fifth (20%) each Indian Foreign Service(IFS) and Indian Police Service(IPS) and one third (33.3%) Indian Revenue Service (IRS). From both categories of the above table, it is observed that the majority almost two fifth (38.2%) consider Indian Police Service (IPS) to be the best examination and like to pass after age 20.

Educational Support by Type of School

Educational support is an indicator of the facilities, resources to help the students in his academic. The table 11 Respondents Educational Support by Type of School. The present study intended to know where the respondents look into in times of having a problem with his studies, to which the respondents discuss his career, whether the parents

are supportive towards their studies and whether or not the parents encourage them to study hard.

Table 11
Respondents Educational Support by Type of School

Sl. No.	Educational support	Type of School		Total N = 89
		HSLC n = 74	HSSLC n = 15	
I	Help you in studies			
	Parents	34	7	41
		45.9%	46.7%	46.1%
	Siblings	10	2	12
		13.5%	13.3%	13.5%
	Friends	10	2	12
		13.5%	13.3%	13.5%
	Teacher	19	3	22
		25.7%	20.0%	24.7%
	Tutor	1	1	2
		1.4%	6.7%	2.2%
II	Discuss career with			
	Parents	53	12	65
		71.6%	80.0%	73.0%
	Siblings	1	0	1
		1.4%	0.0%	1.1%
	Friends	9	1	10
		12.2%	6.7%	11.2%
	Teacher	9	1	10
		12.2%	6.7%	11.2%
	Tutor	1	0	1
		1.4%	0.0%	1.1%
	Counselor	1	1	2
		1.4%	6.7%	2.2%
III	Parents supportive			
	To a large degree	57	12	69
		77.0%	80.0%	77.5%
	To some degree	13	3	16
		17.6%	20.0%	18.0%
	Not at all	4	0	4
		5.4%	0.0%	4.5%

IV	Parents encourage			
	Yes	60	13	73
		81.1%	86.7%	82.0%
	No	14	2	16
		18.9%	13.3%	18.0%

Source: Computed

Among the HSLC students more than two fifths (45.9%) seek help from their parents when they have problems with their studies, almost one fifth (13.5%) each seek help from siblings and friends, one fourth (25.7%) seek help from teacher and less than one-tenth (1.4%) seek help from tutor. Similarly, among the HSSLC students, two fifth (46.7%) seek help from their parents when they have problems with their studies, one-tenth (13.3%) each sibling and friends, one fourth (20%) teacher and less than one-tenth (6.7%) seek help from the tutor. From both categories of the above table, it is observed that the majority (46.1%) seek help from parents when they have problems with their studies.

Among the HSLC students almost three fourth (71.6%) used to discuss with their parents regarding career, less than one tenth (1.4%) each sibling, tutor counselor, about one tenth (12.2%) each friend and teacher. Similarly among the HSSLC students more than three fourth (80%) used to discuss with their parents regarding career, less than one tenth (6.7%) each friend, teacher, tutor, counselor. From both categories of the above table, it is observed that the majority almost three fourth (70%) of the respondents discuss with their parents regarding career.

Among the HSLC students three fourth (77%) of the respondents feel that their parents are supportive of their education to a large degree, one fifth (17.6%) feel that their parents are supportive of their education to some degree and less than one-tenth (5.4%) feel that their parents are not at all supportive towards their education. From both categories of the above table, it is concluded that the majority three fourth (77.5%) feel that their parents are supportive towards their education to a large degree.

Among the HSLC students, more than three fourth (81.1%) feel that their parents are encouraging towards their studies, one fifth (18.9%) feel that their parents are encouraging towards their studies. Similarly more than three fourths (86.7%) feel that their parents are encouraging towards their studies and one fifth (18%) feel that their

parents are not encouraging towards their studies. From both categories of the above table, it is observed that the vast majority of more than three fourths (82%) feel that their parents are encouraging towards their studies.

Educational Support and Encouragement by Type of School

Table 12

Respondents Parental Educational Support and Encouragement by Type of School

Sl. No.	Parental Support	Type of School		Total N = 89
		HSLC n = 74	HSSLC n = 15	
I	Parental expectation			
	High	33	10	43
		44.6%	66.7%	48.3%
	Medium	39	5	44
		52.7%	33.3%	49.4%
	Low	2	0	2
		2.7%	0.0%	2.2%
II	Took care in sickness			
	Family	71	15	86
		95.9%	100.0%	96.6%
	Friends	3	0	3
		4.1%	0.0%	3.4%
II	Parents control			
	Strongly agree	41	8	49
		55.4%	53.3%	55.1%
	Agree	26	4	30
		35.1%	26.7%	33.7%
	Disagree	2	3	5
		2.7%	20.0%	5.6%
	Strongly disagree	5	0	5
		6.8%	0.0%	5.6%
III	Selection of school			
	Myself	19	3	22
		25.7%	20.0%	24.7%
	Parents	25	6	31
		33.8%	40.0%	34.8%
	Friends	5	0	5
		6.8%	0.0%	5.6%
	Teachers	25	6	31
		33.8%	40.0%	34.8%

The study presents educational support and encouragement received by the respondents as the level of support can make a difference in the academic achievement and aspirations of the students. Table 12 shows Respondents Educational Support and Encouragement by Type of School. It is sub-divided into parental expectation, took care in times of sickness, parents control, selection of school.

Among the HSLC students two fifths (44.6%) of the respondents claim that their parents held high-level expectation from them, more than half (52.7%) claim that their parents held medium level of expectation from them, less than one-tenth (2.7%) claim that their parents held low level of expectation from them. From both categories of the above table, it is observed that the majority almost half (49.4%) of the parents held the medium level of expectation from their children.

Among the HSLC students, the vast majority (95.9%) claim that their family took care of them in times of sickness and less than one-tenth less than one-tenth (4.1%) claim that their friends took care of them in times of sickness. Similarly, (100%) of the respondents claim that their family took care of them in times of sickness. From both categories of the above table, it is observed that the vast majority (96.6%) respondents claim that their family took care of them in times of sickness.

Among the HSLC students more than half (55.4%) strongly agree that their parents exercised great control in regards to their career, one third (35.1%) agree that their parents exercised a great control in regards to their career, less than one-tenth (2.7%) disagree that their parents exercised a great control in regards to their career and less than one-tenth (6.8%) strongly disagree that their parents exercised a great control in regards to their career. Similarly among the HSSLC students more than half (53.3%) strongly agree that their parents exercised great control in regards to their career, one fourth (26.7%) agree that their parents exercised a great control in regards to their career, one fourth one fifth (20%) disagree that their parents exercised great control in regards to their career. From both category of the above table majority more than half (55.1%) strongly agree that their parents exercised a great control in regards to their career.

Parental Raise their Children by Type of School

The study also aims to see the different ways parents raise their children in regards to their education. The study intended to know whether parents encourage pursuing higher education, whether or not parents encourage them to do well in all courses, whether or not parents pushed them to obtain a high degree and whether or not parents pushed to choose a career of their choice.

Table 13
Respondents Parental Raise their Children by Type of School

Sl. No.	Ways parents Raise	Type of School		Total N = 89
		HSLC n =74	HSSLC n = 15	
I	Pursue higher			
	Not true at all	17	2	19
		23.0%	13.3%	21.3%
	Somewhat true	8	6	14
		10.8%	40.0%	15.7%
	Very true	47	6	53
		63.5%	40.0%	59.6%
	Hold	2	1	3
		2.7%	6.7%	3.4%
II	Do well in all course			
	Not true at all	0	1	1
		0.0%	6.7%	1.1%
	Somewhat true	12	4	16
		16.2%	26.7%	18.0%
	Very true	61	10	71
		82.4%	66.7%	79.8%
	Hold	1	0	1
		1.4%	0.0%	1.1%
III	Pushed me to obtain high			
	Not true at all	8	2	10
		10.8%	13.3%	11.2%
	Somewhat true	7	5	12
		9.5%	33.3%	13.5%
	Very true	58	8	66
		78.4%	53.3%	74.2%
	Hold	1	0	1
		1.4%	0.0%	1.1%

IV	The career of their choice			
	Not true at all	28	2	30
		37.8%	13.3%	33.7%
	Somewhat true	5	4	9
		6.8%	26.7%	10.1%
	Very true	40	9	49
		54.1%	60.0%	55.1%
	Hold	1	0	1
		1.4%	0.0%	1.1%

Among the HSLC students almost one fourth (23%) claim that it is very true that their parents encouraged to pursue higher education, about one tenth(10.8%) claim that it is only somewhat true, almost two third (63.5%) very true and less than one tenth (2.7%) hold the view that their parents encouraged to pursue higher education. Similarly among the HSSLC students less than one fifth (13.3%) claim that it is very true that their parents encouraged to pursue higher education, two fifth (40%) each somewhat true and very true and less than one tenth (6.7%) hold the view that their parents encouraged to pursue higher education. From both categories of the above table, it is observed that the majority three fifth (59.6%) claim that it is very true that their parents encouraged to pursue higher education.

Among the HSLC students less than one fifth (16.2%) claim that it is somewhat true that their parents encouraged them to do well in all courses, more than three fourth(82.4%) very true, less than one tenth (1.4%) somewhat true and less than one tenth (1.4%) hold. Similarly, among the HSSLC students less than one tenth (6.7%) claim that it is somewhat true that their parents encouraged them to do well in all courses, one fourth (26.7%) somewhat true, two third (66.7%) very true. From both categories of the above table, it is observed that the majority (79.8%) claim that it is very true that their parents encouraged them to do well in all courses.

Among the HSLC students one tenth (10.8%) claim that it is not true at all that their parents pushed them to obtain the high degree, almost one tenth (9.5%) somewhat true, more than three fourth (78.4%) very true, less than one tenth (1.4%) hold. Similarly among the HSSLC students (13.3%) claim that it is not true at all that their parents pushed them to obtain the high degree, one third (33.3%) somewhat true, about half

(53.3%) very true. From both categories of the above table, it is observed that the majority (74.2%) claim that it is very true at all that their parents pushed them to obtain the high degree.

Among the HSLC students more than one third (37.8%) claim that it is not true at all that they took a career of their parents' choice, less than one tenth (6.8%) somewhat true, about half (54.1%) very true and less than one tenth (1.4%) hold. Similarly among the HSLC students less than one fifth (13.3%) claim that it is not true at all that they took a career of their parents' choice, one fourth (26.7%) somewhat true, three fifth (60%) very true. From both categories of the above table, it is observed that the majority i.e. more than half (55.1%) claim that it is very true that they took the career of their parents' choice.

Satisfaction of Economic Status and Resources by Type of School

The study aims to see the satisfaction level of the respondents in regards to their economic status and the resources available in support of their education.

Table 14
Respondents Satisfaction of Economic Status and Resources by Type of School

Sl. No.	Satisfaction status	Type of School		Total N = 89
		HSLC n = 74	HSSLC n = 15	
I	Satisfied with the economy			
	Satisfied	23	6	29
		31.1%	40.0%	32.6%
	Somewhat satisfied	13	3	16
		17.6%	20.0%	18.0%
	Little satisfied	25	6	31
		33.8%	40.0%	34.8%
	Not at all satisfied	13	0	13
		17.6%	0.0%	14.6%
II	Get resources			
	Very much	35	8	43
		47.3%	53.3%	48.3%
	A moderate amount	16	6	22
		21.6%	40.0%	24.7%
	A little	15	1	16
		20.3%	6.7%	18.0%
	Not at all	8	0	8
		10.8%	0.0%	9.0%

Among the HSLC students one third (31.1%) are satisfied with the economy and resources of their family, one fifth (17.6%) somewhat satisfied, one third (33.8%) little satisfied and one fifth (17.6%) not at all satisfied. Similarly, among the HSSLC students, two fifth (40%) are satisfied with the economy and resources of their family, one fifth (20%) somewhat satisfied and two fifth (40%) little satisfied. From both categories of the above table, it is observed that the majority one third (34.8%) are little satisfied with the economy and resources of their family.

Among the HSLC students two fifth (47.3%) claim that they get very much get all the resources they needed in regards to their education, one fifth (21.6%) a moderate amount, one fifth (20.3%) a little amount, one-tenth (10.8%) not at all. Similarly among the HSSLC students more than half (53.3%) claim that they get very much all the resources they needed in regards to their education, two fourth (40%) a moderate amount, less than one-tenth (6.7%) a little amount. From both categories of the above table, it is observed that the majority of two fifth (48.3%) claim that they get very much all the resources they needed in regards to their education.

Academic Achievement by Type of School

Academic achievement is an indicator of the achievement by the student in terms of educational goals. The study intended to know the regularity of students in attending class, study hours and the respondent's knowledge on Career Guidance Programme.

Among the HSLC students almost three fourth (73%) attended class regularly, almost one fifth (18.9%) fairly attended class, more than three fourth (81%) did not attend class regularly. Similarly among the HSSLC students more than three fourth (80%) attended class regularly, one fifth (20%) fairly attended class. From both categories of the above table, it is observed that the majority almost three fourth (74.2%) attended class regularly.

Among the HSLC students about one tenth (12.2%) study one hour daily, more than one fifth (23.0%) study two hours daily, more than one fourth (28.4%) study three hours daily, almost one fourth (24.3%) study four hours daily, one tenth (11.2%) study five hours daily. Similarly among the HSSLC students about one fourth (26.7%) study one hour daily, less than one tenth (6.7%) study two hours daily, more than one tenth (13.3%) study three hours daily, almost one fourth (24.3%) study four hours daily, about

one tenth (11.2%) study five hours daily. From both categories of the above table, it is observed that the majority i.e. more than one fourth (27%) study four hours daily.

Table 15 Respondents Academic Achievement by Type of School

Sl. No.	Academic achievement	Type of School		Total N = 89
		HSLC n = 74	HSSLC n = 15	
I	Attend class regularly			
	Yes	54	12	66
		73.0%	80.0%	74.2%
	Fairly	14	3	17
		18.9%	20.0%	19.1%
	Not at all	6	0	6
		8.1%	0.0%	6.7%
II	Study Hours			
	One Hour	9	4	13
		12.2%	26.7%	14.6%
	Two Hours	17	1	18
		23.0%	6.7%	20.2%
	Three Hours	21	2	23
		28.4%	13.3%	25.8%
	Four Hours	18	6	24
		24.3%	40.0%	27.0%
	Five Hours	9	2	10
		11.2%	13.3%	11.2%
III	Where CGP			
	Buangmual	0	1	1
		0.0%	6.7%	1.1%
	Convention English school	1	0	1
		1.4%	0.0%	1.1%
	None	56	9	65
		75.7%	60.0%	73.0%
	Sagang Area Baptist Church	0	1	1
		0.0%	6.7%	1.1%
	School	13	1	14
		17.6%	6.7%	15.7%
	T.Khaizakhup Govt.High School	1	0	1
		1.4%	0.0%	1.1%
	Village Community Hall	0	3	3
		0.0%	20.0%	3.4%

IV	School Organize CGO prog.			
	Always	9	3	12
		12.2%	20.0%	13.5%
	Sometimes	32	6	38
		43.2%	40.0%	42.7%
	Rarely	13	1	14
		17.6%	6.7%	15.7%
	Never	20	5	25
		27.0%	33.3%	28.1%
V	Necessary to organize			
	Yes	68	15	83
		91.9%	100.0%	93.3%
	No	6	0	6
		8.1%	0.0%	6.7%

Source: Computed

Among the HSLC students (1.4%) attended Career Guidance Programme at Convention English School, more than three fourth(75.7%) did not attended any Career Guidance Programme, one fifth (17.6%) attended Career Guidance Programme at School, less than one-tenth (1.4%) attended Career Guidance Programme at T.Khaizakhup Government High School, less than one-tenth (4.1%) attended a Career Guidance Programme at Mata village Community Hall. Similarly among the HSSLC students less than one-tenth (6.7%) attended the Career Guidance Programme at Buangmal, three fifths (60%) did not attend any Career Guidance Programme, less than one-tenth less than one-tenth (6.7%) each attended Career Guidance Programme at Sagang Area Baptist Church and at School, one fifth (20%) attended the Career Guidance Programme at Sagang village community Hall. From both category of the above table it is observed that majority three fourth (73%) did not attend any Career Guidance Programme and among who attended majority one fifth (15.7%) attended Career Guidance Programme at School.

Among the HSLC students one-tenth (12.2%) claim that their school always organize Career Guidance Programme, two fifths (43.2%) claim that their school sometimes organize Career Guidance Programme, one fifth (17.6%) claim that their school rarely organize Career Guidance Programme, one fourth (27%) claim that their school never organize Career Guidance Programme. Similarly among the HSSLC students one fifth (20%) claim that their school always organize Career Guidance Programme, two fifths (40%) claim that their school sometimes organize Career

Guidance Programme, less than one-tenth (6.7%) claim that their school rarely organize Career Guidance Programme, one third (33.3%) claim that their school never organize Career Guidance Programme. From both categories of the above table, it is observed that the majority two fifths (42.7%) claim that their schools sometimes organize Career Guidance Programme.

Among the HSLC students, the vast majority (91.9%) feel that it is necessary to organize Career Guidance Programme and one-tenth (8.1%) feel that it is not necessary to organize Career Guidance Programme. Similarly, among the HSSLC students (100%), all the respondents feel that it is necessary to organize a career guidance programme. From both categories of the above table, the vast majority (93.3%) feel that it is necessary to organize a Career Guidance Programme.

Correlates of Leisure time Activities

The present study intended to find out the way the respondents spent their free time and the activities they do in their free time. Correlation tries to find out the relationship holds by the two variables. For the present study, eight leisure activities have been given viz watching TV, games, and sports, reading books, visiting friends, listening to music, talking on the phone, computer games and helping out parents.

Table 16
Correlates of Leisure time Activities

	Type of School	Watching TV	Games and Sports	Reading Books	Visiting friends	Listening to music	Talking on phone	Computer games	Helping out parents
Type of School	1								
Study Hours	.012								
Watching TV	-.097	1							
Games and Sports	-.046	.332**	1						
Reading Books	-.129	.397**	.319**	1					
Visiting friends	-.212*	.346**	.602**	.253*	1				
Listening Music	-.266*	.220*	.368**	.107	.435**	1			
Talking on Phone	-.283**	.294**	.234*	.173	.282**	.270*	1		
Computer games	-.262*	.099	.126	.008	.227*	.220*	.368**	1	
Helping out parents	-.081	.452**	.546**	.545**	.522**	.278**	.312**	.027	1

*. Correlation is significant at the 0.05 level (2-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

There is a negative correlation by type of school with visiting friends (-.212), listening music (-.266), and computer game at 0.05 level of significance (-.262) and talking on the phone (-.283) at 0.01 level of significance. The negative correlation shows that majority of the respondents spent most of their leisure time in visiting friends, listening to music, talking on phone and computer games.

Watching TV is positively correlated with computer games (.332), reading books (.397), visiting friends (.346), talking on the phone (.294) at 0.01 level of significance and listening music at 0.05 level of significance.

Games and sports have a positive correlation with reading books (.319), visiting friends (.602), listening music (.368) at 0.01 level of significance and talking on the phone (.234) at 0.05 level of significance.

Reading books have a positive correlation with visiting friends (.253) at 0.05 level of significance.

Visiting friends have a positive correlation with listening music (.435), talking on the phone (.282) at 0.01 level of significance and computer games (.227) at 0.05 level of significance.

Listening to music has a positive correlation with talking on the phone (.270) and computer game (.220) at 0.05 level of significance.

Talking on the phone has a positive correlation with computer games (.368) at 0.01 level of significance.

Co-curricular Activities by Type of School

Co-curricular activities are an indicator of the activities undertaken by the students besides their studies. Table 17 shows the respondents co-curricular activities by type of school. The study aims to find out the level of participation of the respondents in different co-curricular activities held at schools such as debate and discussion, study circle, music, dance, painting, football, and basketball.

Among the HSLC students, one fourth (27%) participated in debate and discussion as part of the school co-curricular activities and more than half (54%) did not participate in debate and discussion. Similarly among the HSSLC students more than half(53.3%) participated in debate and discussion as part of the school co-curricular activities and two fifths (46.7%) did not participate in debate and discussion. From both categories of the above table, it is observed that the majority of more than three fourths (68.5%) did not participate in debate and discussion.

Table 17
Respondents Co-curricular Activities by Type of School

Sl. No.	Co-curricular activities	Type of School		Total N = 89
		HSLC n=74	HSSLC n = 15	
I	Debate and Discussion			
	Yes	20	8	28
		27.0%	53.3%	31.5%
	No	54	7	61
		73.0%	46.7%	68.5%
II	Study circle			
	Yes	21	5	26
		28.4%	33.3%	29.2%
	No	53	10	63
		71.6%	66.7%	70.8%
III	Music			
	Yes	34	8	42
		45.9%	53.3%	47.2%
	No	40	7	47
		54.1%	46.7%	52.8%
IV	Dance			
	Yes	23	8	31
		31.1%	53.3%	34.8%
	No	51	7	58
		68.9%	46.7%	65.2%
V	Painting			
	Yes	16	8	24
		21.6%	53.3%	27.0%
	No	58	7	65
		78.4%	46.7%	73.0%
VI	Yoga			
	Yes	8	4	12
		10.8%	26.7%	13.5%
	No	66	11	77
		89.2%	73.3%	86.5%
VII	Football			
	Yes	48	10	58
		64.9%	66.7%	65.2%
	No	26	5	31
		35.1%	33.3%	34.8%
VIII	Basketball			
	Yes	8	4	12
		10.8%	26.7%	13.5%
	No	66	11	77
		89.2%	73.3%	86.5%

Source: Computed

Among the HSLC students, one fourth (28.4%) have a study circle and three fourth (71.6%) did not have a study circle. Similarly, among the HSSLC students, one third (33.3%) have a study circle and two third (66.7%) did not have a study circle. From both categories of the above table, it is observed that the majority almost three fourth (70.8%) did not have a study circle.

Among the HSLC students, more than two fifth (45.9%) co-curricular activities school was listening to music and playing different musical instruments and more than half (54.1%) did not love music. Similarly, among the HSSLC students more than half (53.3%) co-curricular activities were listening to music and playing different musical instruments and two fifths (46.7%) did not entertain themselves with music. From both categories of the above table majority, more than half (52.8) did not love music.

Among the HSLC students, one third (31.1%) co-curricular activities at school was dance and two third (68.9%) did not participate in. Similarly, among the HSSLC students more than half (53.3%), co-curricular activities were dance and two fifth (46.7%) did not participate in dance. From both categories of the above table majority, two third (65.2%) did not participate in dance.

Among the HSLC students, one-tenth (10.8%) practice yoga at school as part of co-curricular activities and the vast majority (89.2%) did not practice any form of yoga. Similarly, among the HSSLC students, one fourth (26.7%) practice yoga at school as part of co-curricular activities and three fourth (73.3%) did not practice any form of yoga. From both categories of the above table majority, more than three fourths (86.5%) did not practice yoga as a part of co-curricular activities.

Among the HSLC students, more than three fourth (64.9%) played football as part of the school co-curricular activities and one third (35.1%) did not play football. Similarly, among the HSSLC students, two third (66.7%) played football as part of the school co-curricular activities and two sixth (33.3%) did not play football. From both categories of the above table, it is observed that the majority (65.2%) played football as part of the school co-curricular activities.

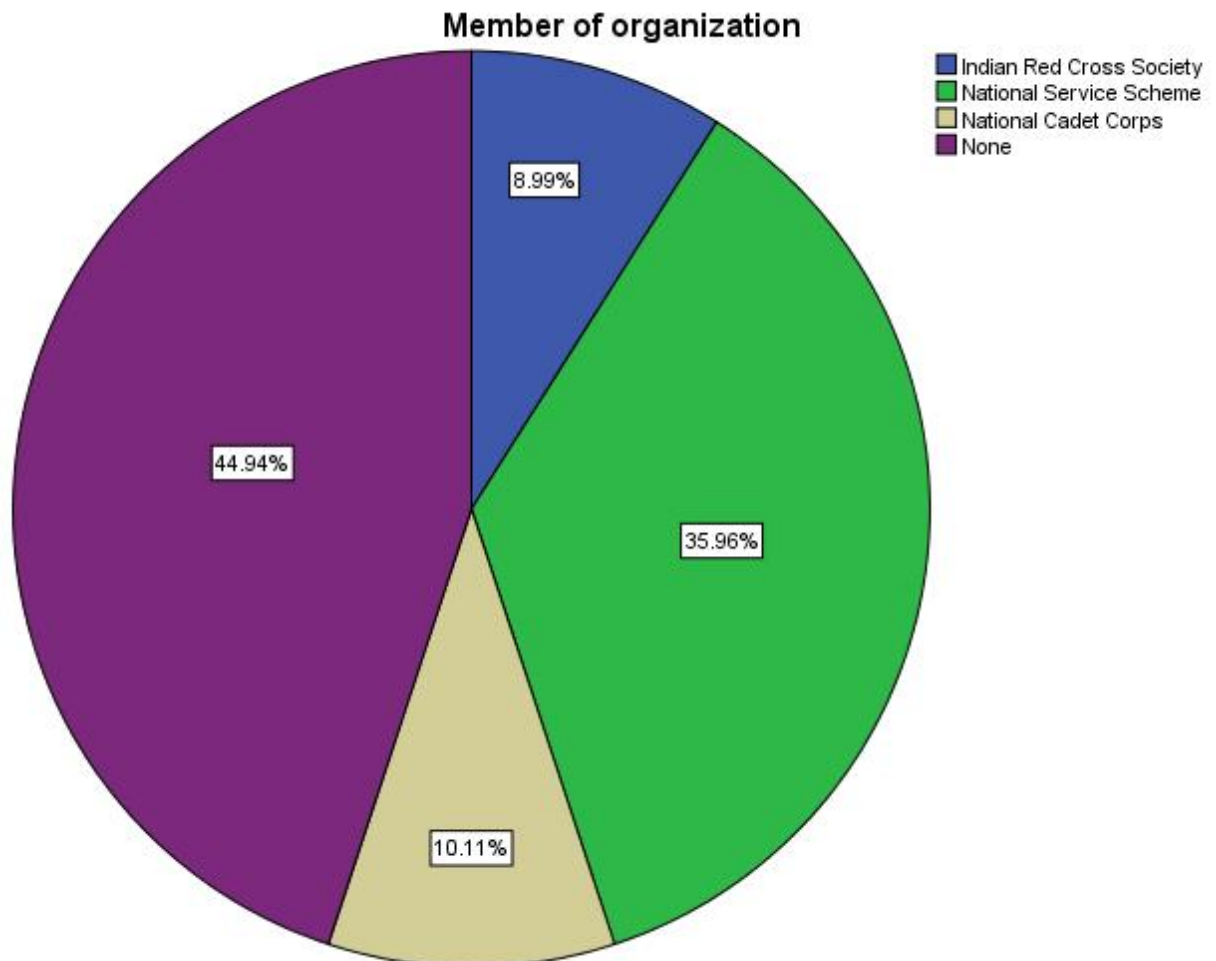
Among the HSLC students one-tenth (10.8%) played basketball as part of the school co-curricular activities, the vast majority (89.2%) did not play basketball. Similarly among the HSSLC students one fourth (26.7%) played basketball as part of the

school co-curricular activities and three fourth three fourth (73.3%) did not play basketball. From both categories of the above table, it is observed that the majority of more than three fourths (86.5%) did not play basketball.

Figure 4 shows members of the organization, to which the respondents belong.

Figure 3
Member of organization

Member of organization	Frequency	Percent	Valid Percent	Cumulative Percent
Indian Red Cross Society	8	9.0	9.0	9.0
National Service Scheme	32	36.0	36.0	44.9
National Cadet Corps	9	10.1	10.1	55.1
None	40	44.9	44.9	100.0
Total	89	100.0	100.0	



From the above pie chart it is observed that one-tenth (9%) of the respondents are member of the Indian Red Cross Society, one third (36%) National Service Scheme (NSS), one-tenth (10.1%) National Cadet Corps, two third (44.9%) are not member of any of the above. The above table indicates that the majority of two fifths (44.9%) respondent is not a member of any of the following.

Reasons to Pursue Higher Education by Type of School

The study aims to find out the reasons of the respondents to pursue higher education. The table 18 shows Respondent Reasons to Pursue Higher Education by Type of School. It is divided into the intention to pursue higher, higher education as a means to obtain skills, higher education as a means to obtain higher position, higher education as a means to obtain prestigious position, higher education as a means to earn money, higher education to raise economic status, higher education to job after graduation, higher education as a means to develop intellectual capacity and lastly higher education to make parents proud.

Table 18
Respondent Reasons to Pursue Higher Education by Type of School

Sl. No.	Reasons to pursue HE	Type of School		Total N = 89
		HSLC n = 74	HSSLC n = 15	
I	Intention to pursue higher			
	Yes	68	15	83
		91.9%	100.0%	93.3%
	No	6	0	6
		8.1%	0.0%	6.7%
II	HE means to obtain skills			
	Yes	74	14	88
		100.0%	93.3%	98.9%
	No	0	1	1
		0.0%	6.7%	1.1%
III	HE to obtain a higher position			
	Yes	44	12	56
		59.5%	80.0%	62.9%
	No	30	3	33
		40.5%	20.0%	37.1%

IV	HE obtains the prestigious position			
	Yes	68	13	81
		91.9%	86.7%	91.0%
	No	6	2	8
		8.1%	13.3%	9.0%
V	HE to earn money			
	Yes	40	9	49
		54.1%	60.0%	55.1%
	No	34	6	40
		45.9%	40.0%	44.9%
VI	HE to raise socio-economic status			
	Yes	45	10	55
		60.8%	66.7%	61.8%
	No	29	5	34
		39.2%	33.3%	38.2%
VII	HE job after graduation			
	Yes	48	12	60
		64.9%	80.0%	67.4%
	No	26	3	29
		35.1%	20.0%	32.6%
VIII	Education should help develop intellectual capacity			
	Yes	66	15	81
		89.2%	100.0%	91.0%
	No	8	0	8
		10.8%	0.0%	9.0%
IX	Make parents proud			
	Yes	63	14	77
		85.1%	93.3%	86.5%
	No	11	1	12
		14.9%	6.7%	13.5%

Source: Computed

Among the HSLC students, the vast majority (91.9%) have the intention to pursue higher education and less than one-tenth (8.1%) did not have the intention to pursue higher education. Similarly, among the HSSLC students (100%) of the respondents have the intention to pursue higher education. From both categories of the above table, it is observed that the vast majority (93.3%) have the intention to pursue higher education.

Among the HSLC students (100%) perceived higher education as a means to obtain skills. Similarly, among the HSSLC students, the vast majority (93.3%) perceived

higher education as a means to obtain skills and less than one-tenth (6.7%) did not perceive education as a means to obtain skills. From both categories of the above table, it is observed that the vast majority (98.1%) perceived education as a means to obtain skills.

Among the HSLC students, three-fifths (59.5%) perceived higher education as a means to obtain a higher position and two fifth (40.5%) did not perceive education as a means to obtain higher education. Similarly among the HSSLC students, three fourth (80%) perceived education as a means to obtain a higher position and one fifth (20%) did not perceive education as a means to obtain higher education. From both categories of the above table, it is observed that the majority two third (62.9%) perceived education as a means to obtain a higher position.

Among the HSLC students, the vast majority (91.9%) perceived higher education as a means to obtain prestigious position and less than one-tenth (8.1%) did not perceive education as a means to obtain prestigious education. Similarly, among the HSSLC students, more than three fourth (86.7%) perceived education as a means to obtain prestigious position and one-tenth (13.3%) did not perceive education as a means to obtain higher education. From both categories of the above table, it is observed that the vast majority (91%) perceived education as a means to obtain a prestigious position.

Among the HSLC students, more than half (54.1%) perceived higher education as a means to earn money and two fifths (45.9%) did not perceive education as a means to earn money. Similarly, among the HSSLC students, three-fifths (60%) perceived education as a means to earn money and two fifths (40%) did not perceive education as a means to earn money. From both categories of the above table, it is observed that the majority more than half (55.1%) perceived education as a means to earn money.

Among the HSLC students, three-fifths (60.8%) perceived higher education as a means to raise the economic status and two fifths (39.2%) did not perceive education as a means to raise economic status. Similarly, among the HSSLC students, two third (66.7%) perceived education as a means to raise the economic status and one third (33.3%) did not perceive education as a means to raise economic status. From both categories of the above table, it is observed that the majority two third (61.8%) perceived education as a means to raise economic status.

Among the HSLC students, two third(64.9%) perceived higher education as a means to get a job after graduation and one third (35.1%) did not perceive education as a means to get the job after graduation. Similarly, among the HSSLC students, more than three fourths (80%) perceived education as a means to get the job after graduation and one fifth (20%) did not perceive education as a means to get the job after graduation. From both categories of the above table, it is observed that the majority two third (67.4%) perceived education as a means to get the job after graduation.

Among the HSLC students, a vast majority (89.2%) believe that education will help develop their intellectual capacity and one tenth (10.8%) does not believe education to develop their intellectual capacity. Similarly among the HSSL students (100%) believed that education will help develop their intellectual capacity. From both categories of the above table, it is observed that the vast majority (91%) believed education will help develop their intellectual capacity.

Among the HSLC students, more than three fourth (85.1%) believed that pursuing higher education will make their parents proud and one-tenth (14.9%) did not believe that higher education will make their parents proud. Similarly, among the HSSLC students, a vast majority (93.3%) believed that pursuing higher education will make their parents proud and one tenth(6.7%) did not believe that higher education will make their parents proud. From both categories of the above table, it is observed that the majority of more than three fourth (86.5%) believed that pursuing higher education will make their parents proud.

Educational Aspiration by Family Environment

The table 19 shows the Educational Aspiration by Family Environment. It is sub-divided into ambition, rolemodel, examination like to pass, consider best, best and like to pass after age 20, think best and like to pass after age 20, examination everyone should at passing, think able to pass after age 20, best and like to pass after age 20, think best and like to pass after age 20,

Table19 Educational Aspiration by Family Environment

Sl. No.	Educational Aspirations	FES		Total
		Low (35<) n = 47	High (<35) n =42	
I	Ambition			
	Yes	33	38	71
		70.2%	90.5%	79.8%
	No	14	4	18
		29.8%	9.5%	20.2%
	Chi-Square	Value	df	Asymp. Sig. (2-sided)
		5.645	1	.018
II	Role model			
	Yes	12	19	31
		25.5%	45.2%	34.8%
	No	35	23	58
		74.5%	54.8%	65.2%
		Value	df	Asymp. Sig. (2-sided)
		3.794 ^a	1	.051
III	Examination like to pass			
	HSLC	15	13	28
		31.9%	31.0%	31.5%
	HSSLC	14	7	21
		29.8%	16.7%	23.6%
	Bachelor Degree	1	5	6
		2.1%	11.9%	6.7%
	Master Degree Exam	17	17	34
		36.2%	40.5%	38.2%
IV	Consider best			
	Union Public Service Commission (UPSC)	15	16	31
		31.9%	38.1%	34.8%
	Manipur Public Service Commission (MPSC)	18	11	29
		38.3%	26.2%	32.6%
	Staff Selection Commission (SSC)	0	7	7
		0.0%	16.7%	7.9%
	Teacher's Eligibility Test (TET)	14	8	22
		29.8%	19.0%	24.7%

		Value	df	Asymp. Sig. (2-sided)
	Chi-Square	10.109 ^a	3	.018
V	Think able to pass after age 20			
	Ph.D (Doctoral degree)	8	12	20
		17.0%	28.6%	22.5%
	M.Phil (Master of Philosophy)	7	5	12
		14.9%	11.9%	13.5%
	Master Degree	11	7	18
		23.4%	16.7%	20.2%
	Bachelor Degree	13	12	25
		27.7%	28.6%	28.1%
	Higher Secondary	8	6	14
		17.0%	14.3%	15.7%
VI	Best and like to pass after age 20			
	Civil Service Examination (CSE)	21	22	43
		44.7%	52.4%	48.3%
	Indian Economic Service Examination (IES)	6	7	13
		12.8%	16.7%	14.6%
	Indian Statistical Service Examination	5	5	10
		10.6%	11.9%	11.2%
	Indian Military Academy Exam	15	8	23
		31.9%	19.0%	25.8%
VII	Examination everyone should at passing			
	Primary	2	3	5
		4.3%	7.1%	5.6%
	Elementary	2	1	3
		4.3%	2.4%	3.4%
	HSLC	14	11	25
		29.8%	26.2%	28.1%
	HSSLC	2	2	4
		4.3%	4.8%	4.5%
	Bachelor	3	8	11
		6.4%	19.0%	12.4%
	Master	24	17	41
		51.1%	40.5%	46.1%

VIII	Think you will certainly able to pass			
	SBI PO (Probationary Officer)	3	4	7
		6.4%	9.5%	7.9%
	IBPS (Institute Bank Personal Selection)	4	4	8
		8.5%	9.5%	9.0%
	Civil Service Examination (CSE)	14	17	31
		29.8%	40.5%	34.8%
	Manipur Public Service Commission (MPSC)	20	10	30
		42.6%	23.8%	33.7%
	Staff Selection Commission (SSC)	5	5	10
		10.6%	11.9%	11.2%
	Combine Graduate Level (CGL)	1	2	3
		2.1%	4.8%	3.4%
IX	Think best and like to pass after age 20			
	Indian Administrative Service (IAS)	20	12	32
		42.6%	28.6%	36.0%
	Indian Foreign Service (IFS)	6	8	14
		12.8%	19.0%	15.7%
	Indian Police Service (IPS)	17	17	34
		36.2%	40.5%	38.2%
	Indian Revenue Service (IRS)	4	5	9
		8.5%	11.9%	10.1%
X	Think best and like to pass after age 20			
	Bachelor of Legislative Law (L.L.B)	3	9	12
		6.4%	21.4%	13.5%
	Bachelor of Engineering (B.E)	8	12	20
		17.0%	28.6%	22.5%
	Bachelor of Education (B.Ed.)	21	12	33
		44.7%	28.6%	37.1%
	Bachelor of Library Science (B.Lib)	15	9	24
		31.9%	21.4%	27.0%
	Pearson Chi-Square	Value	df	Asymp. Sig. (2-sided)
		7.497 ^a	3	.058

Table 19 shows the educational aspirations by family environment. Almost four fifth (79.8%) of the respondents are having ambition while one fifth (20%) are without any ambition. Among the respondents who have ambition, almost two third (70%) are from low family environment while among those who do not have ambition only a few percentage of (9.5%) less than one tenth are from high family environment.

In order to find out the relationship between the ambition and family environment by applying chi-square test, an hypothesis has been formulated in such a way as:

H0: There is no relationship between ambition and family environment of the respondents.

H1: There is a relationship between ambition and family environment of the respondents. From the above table the chi-square value is significant at 0.018 (.000*) with 5.645 degrees of freedom 1. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, we can conclude that there is a relationship between ambition and family environment.

Regarding the role played by respondents in the family, almost two third (65.2%) of the respondents does not play any role model. Among them More than half are from high family environment and almost three fourth (74.5%) are from low family environment. More than one third (79.8%) of the respondents played role model.

In order to find out the relationship between the ambition and family environment by applying chi-square test, an hypothesis has been formulated in such a way as:

H0: There is no relationship between role model and family environment of the respondents.

H1: There is a relationship between role model and family environment of the respondents.

From the above table the chi-square value is significant at 0.051 (.000*) with 3.794 degrees of freedom 1. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, we can conclude that there is a relationship between role model and family environment.

Almost two fifth (38.2%) of the respondents liked to pass Master Degree in which among them two fifth (40.5%) are from high family environment. Only a few percentage of 6.7% liked to pass Bachelor Degree where only 2.1% of them are from low family environment and 11.9 percent are from high family environment.

Towards the perception of respondents to be the best in examinations almost one third (34.8%) of the respondents consider to be best in Union Public Service Commission (UPSC). Among them more than three eight (38.1%) of them are from low family environment and 31 percent are from high family environment. Almost one fourth (24.7%) from the whole respondents consider to be best in passing Teacher's Eligibility Test (TET). Among them more than one fourth (29.8%) of them are from low family environment and more than one sixth (19%) are from high family environment.

Table 19 from the chi-square test shows that there is a positive significant relationship between ambition and family environment (.018) at 0.01 level of significance and with 1 degree of freedom.

From the above table 19 shows that there is a positive significant relationship between role model and family environment (.051) at 0.01 level of significance and with 1 degree of freedom.

From the above table 19 shows that there is a positive relationship between the examination consider to be best and family environment (.018) at 0.01 level of significance and with 1 degree of freedom.

From the above table 19 shows that there is a positive relationship between the examination think best and like to pass after age 20 and family environment (.058) at 0.01 level of significance and with 3 degrees of freedom.

In order to find out the relationship between the perception of respondents to be the best in examinations and family environment by applying chi-square test, an hypothesis has been formulated in such a way as:

H0: There is no relationship between perception of respondents to be the best in examinations and family environment of the respondents.

H1: There is a relationship between perception of respondents to be the best in examinations and family environment of the respondents.

From the above table the chi-square value is significant at 0.018 (.000*) with 3 degrees of freedom. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, we can conclude that there is a relationship between perception of respondents to be the best in examinations and family environment.

More than one fourth (28.1%) of the respondents felt that the highest level of examination they can pass after the age of twenty is Bachelor Degree. Among them more than one fourth (28.6%) are from the high family environment. More than one eighth (13.5%) of the whole respondents felt that their highest level of examination they can pass is M.Phil (Master of Philosophy) and almost one sixth (14.9%) among them are from low environment family and 11.9 percent are from high family environment.

Almost half (48.3%) of the respondents think Civil Service Examination to be the best and would like to pass after they complete the age of twenty. Among them more than half (52.4%) are from high family environment and more than two fifth (44.7%) are from low family environment. One ninth (11.2%) of the respondents think Indian Statistical Service Examination to be the best and would like to pass after they complete the age of twenty. Out of which about one tenth (10.6%) are from low family environment and (11.9%) are from high family environment.

Almost half (46.1%) of the respondents think Master degree would be the best examination which everyone should pass. Among them more than half (51.1%) are from low family environment and (40.5%) are from high family environment. Among them only (3%) think Elementary would be the best examination which everyone should pass. Where less than one tenth (2.4%) are from high family environment and (4.3%) from low family environment.

More than one third (34.8%) of the respondents thought that they would certainly pass Civil Service Examination (CSE) in which among them two fifth (40.5%) are from high family environment and more than one fourth (29.8%) are from low family

environment. Only a small amount of respondents with only less than one tenth (3.4%) thought that they would certainly pass Combine Graduate Level (CGL) out of which less than one tenth (2.1%) are from low family environment and (4.8%) are from high family environment.

Almost two fifth (38.2%) of the respondents think Indian Police Service (IPS) to be best and like to pass after the age of 20 years. Among them two fifth (40.5%) are from high family environment and more than one third (36.2%) are from low family environment. One tenth (10.1%) from the whole respondents think Indian Revenue Service (IRS) to be best and like to pass after the age of 20 years, out of which more than one tenth (11.9%) are from high family environment and 8.5% are from low family environment.

More than one third (37.1%) think Bachelor of education B.Ed. to be the best and like to pass after they complete the age of twenty. Among them more than one fifth (21.4%) are from high family environment and almost one third (31.9%) are from low family environment. More than one fifth (22.5%) of the respondents think Bachelor Engineering (B.E) to be the best and like to pass after they complete the age of twenty. Among them more than one fourth (28.6%) are from high family environment and 17% are from low family environment.

In order to find out the relationship between the examination that respondents think best and which they will like to pass after 20 years and family environment by applying chi-square test, an hypothesis has been formulated in such a way as:

H₀: There is no relationship between ambition and family environment of the respondents.

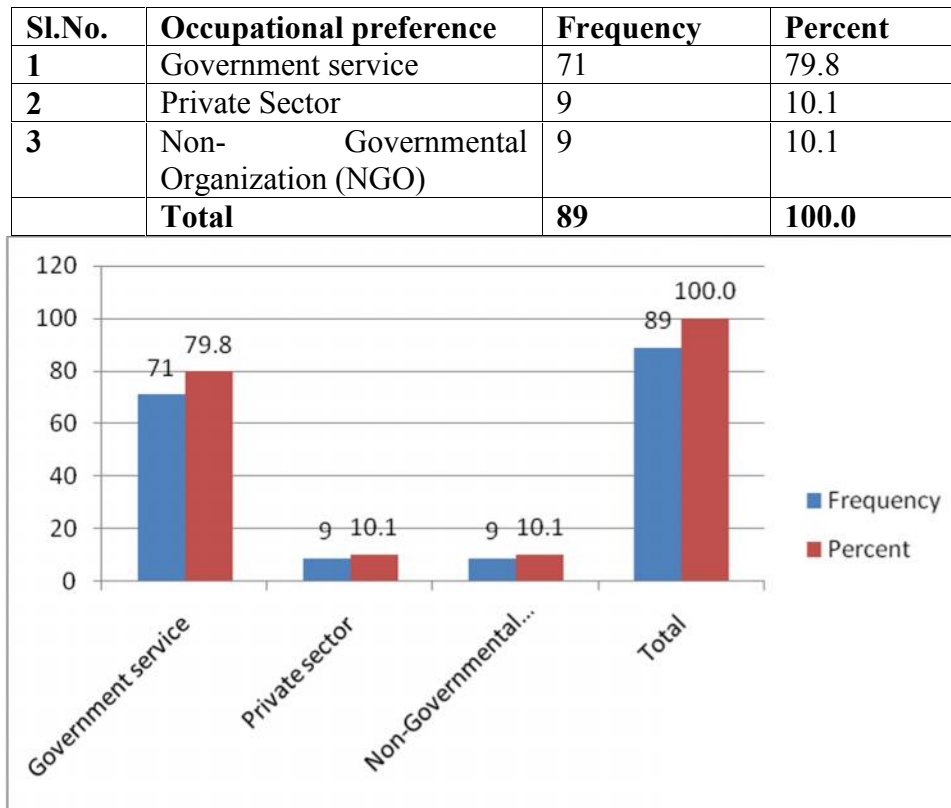
H₁: There is a relationship between ambition and family environment of the respondents.

From the above table the chi-square value is significant at 0.058 (.000*) with 3 degrees of freedom. Hence the null hypothesis is rejected and the alternative hypothesis is accepted. Therefore, we can conclude that there is a relationship between ambition and family environment.

Respondents Occupational Preferences

Occupational preference is the type of work the individual prefer to do. Figure 5 shows the respondent's occupation preference. The occupational preferences are given viz government service, the private sector, and non-governmental organization.

Figure 4
Respondents Occupational Preferences



Source: Computed

From the above bar graph, it is observed that three fourth(79.8%) of the respondent's occupational preferences is Government service, one tenth (10.1%) private sector, and non-governmental organization. The above table indicates that the majority three fourth (79.8%) of the respondent's occupational preference is government service.

In this chapter as a section one, an attempt has been made to discuss the results of analysis of the quantitative data collected through questionnaire. The chapter was devoted to discussing the socioeconomic characteristics, life skills assessment, social well-being assessment, and relationships between the life skills and social wellbeing. In

the light of results and discussion of this chapter, the next section of the chapter is devoted to discussing the qualitative aspects of the present study.

Qualitative Section

The second section presents the qualitative techniques and tools adopted of the present study. The qualitative techniques are such as case study and focus group discussion. Further, a daily activity schedule also portrayed in the chapter.

Case Studies

Case I:

Name: Ronald (Name changed)

Age: 16

Sex: Male

Mr. Ronald is an Arts student. He has four siblings, 2 brothers, and 1 sister. He is the youngest child. He lives with his sister and brother-in-law. His mother passed away when he was 10 years old and two years later his father also passed away. Ever since his parents passed away he lived with his sisters' family. He has one niece and two twin nephews.

There are a lot of times that life has knocked him down and often he feels despair. In the family aspect, he did not get the warmth and love like his friends living with their parents and this made him more desperate. He expressed that the love of a sister and the love of a mother is so different and mother's love is unconditional and incomparable to any others love. He did quite a number of tasks in the house including household chores helping out his sister, who is now a mother of three children. In the educational aspect, he witnesses failure a number of times. He fails his matric examination in his first attempt and missed out his examination for his second attempt. At his third attempt, he got through his matric in 2nd division. He went to Bangalore for pursuing his further studies but due to financial problems, he came back home. He often feels that life is not fair. He sometimes feels that all the unwanted things happen to him and find it hard to understand life. He felt sorry for himself as many times he could not get all the resources he needed for his studies. There are many a time he wanted to give up his education but he could not do that because he knew education can help him to become a great person one day. He always dreams to be a great teacher and strive hard towards attaining his goal.

Mr. Ronald uses multiple coping mechanisms in order to cope up with the challenges he faced. One of the most useful coping mechanisms is listening to music and singing. Listening to music and singing make him forget all his worries and bound him with happiness and for this reason, he often sings in events of his school and even in the community. He also shares his burden with his close friends.

Case II:

Name: Emily (Name changed)

Age: 16

Sex: Female

Ms. Emily is a science student. She has one sibling, 1 brother and herself being the younger one in the family. Currently, she stays with her grandparents and her uncle's family. Her family is joint and stable and there are 13 members in the family. Her father is a Government servant and her mother is a housewife. Her parents stay away from the family as her father has been posted in different places.

Ms. Emily hesitating to leave her school chooses to stay with her grandparents instead of staying with her parents. In the family aspect, she faces a lot of problems as sometimes there are role conflict issues. She has to do most of the household chores, study and also helps out her grandmother in her garments shop. Staying without her parents she often feels lonely and longing to stay with her parents. She often faces financial problems and could not get enough materials for her studies. She feels that she need to go for home tuition as she finds it hard to cope with the teaching in the class and complained that the irregularity of the teachers pulls down her interest to a large degree. She also feels sad that she could not go for home tuitions due to financial problem and no encouragement from her family members to achieve high in education. Less interest has been shown in her studies.

In order to cope with her problems, Emily listens to music as a source of comfort to her loneliness. Emily complained that there are no friends to share her problems in her locality. She seeks God and prays at times of trouble as she has no friends to share her problems and her parents were not available most of the times.

Case: III

Name: Mawi (Name changed)

Age: 15

Sex: Female

Ms. Mawi is a 10th standard student. She has 3 siblings, 2 elder sisters and 1 elder brother. She is the youngest child. Her family is nuclear and stable and resides in their own house. Her father is a cultivator and her mother, a weaver.

Ms. Mawi faces lots of hardships in pursuance of her education. The biggest challenges towards her education are financed. Her parents find it hard to meet all the educational needs of their children. As a school going children there are many educational and its related needs. Ms. Mawi also faces problems in regards to transportation as the distance between her home and school is far. She feels disappointed as her parents were unable to give all the materials she needed in her studies. She also wanted to become a doctor but she is worried because to study doctor it needed a huge capital and doubt whether her parents will be able to pay for her fees. She also faces a lot of competition among her peers and also fears not to do well in the coming board exam. She had a big fear not to reach the expectation of her parents

In order to cope with her problems, Ms. Mawishare her problems with her siblings and often discuss and share their problems with each other. Ms. Mawihave a great faith in God and believing that prayer and hard work is the key to success devote most of her time in studying.

Case IV:

Name: Joshua (Name changed)

Age: 14

Sex: Male

Mr. Joshua is a 9th standard student. He has two siblings, 1 elder sister, and 1 younger brother. He is the second child and resides with his parents. His family is nuclear and stable. They live in their owned house. Both his parents are literate, and his father is a driver and his mother, a weaver.

Mr. Joshua faces lots of challenges in his life. In a family aspect, he faces lots of financial problems due to the drunken behavior of his father. Though his father quit his

drinking a year ago it has already affected his health badly. His liver has been damaged with intestinal and stomach ulcer. Due to his ill health, he could not work to support his family instead he finds it difficult to pay off his medical bills. His mother is the only breadwinner of the family and paying all the expenses only through weaving is a very difficult task. Mr. Joshua often thought of dropping out of school and working as a daily laborer. During holidays he used to work as a laborer in the construction work. Though his aim in life is to become an army officer sometimes he doubts whether he could ever be the person he dreamt of.

Mr. Joshua does a lot of exercises to make his body fit so that he can become an army officer. He also plays football regularly in order to cope up with his stressful situation and a healthy physique. Regular exercise gives him a fresh mind and happiness.

Findings:

From the case studies, it can be concluded that the student's main problem lies with the family. The Socio-Economic Status greatly affected their educational life. Lack of financial support and encouragement hampers the education of the student. It also created fear and doubt in the minds of the student that they might not be able to achieve their goal as a huge capital investment is needed. When it comes to resolving their problems their faith plays a very important role by praying to God. Music is also another important instrument which they resort to in times of facing hardships. Social support of siblings and friends also plays a great role. Physical exercise is also another way to stay away from their problems.

Participatory Rural Appraisal (Daily Activity Schedule)

Participants of the FGD listed their daily activity schedule which are present their time utilization. It helps to understand how much time they invest their time especially how much time they spend for studies and leisure.

No. of participants: 10

Date: 20/10/2018

Date: 3:30pm

Venue: Sagang Higher Secondary School playground

Figure 5
Daily Activity Schedule

Sl. No.	Activity	Time
1.	Wake up	5:30-6:00a.m
2.	Wash up	6:00-6:30 am
3.	Studies	6:30-7:30a.m
4.	Breakfast	7:30-8:30a.m
5.	Left for school	8:30a.m
6.	Back from school	4:00p.m
7.	Studies	4:00-5:30p.m
8.	Leisure	5:30-6:00p.m
9.	Dinner	6:00-7:00p.m
10.	Studies	7:00-9:00p.m
11.	Sleep	9:00p.m

Source: Participatory Rural Appraisal

Focused Group Discussion

A focused Group Discussion was conducted among teachers group, parents group, and students group so that the researcher could gather in-depth information regarding the role of parents, teachers, and students for students to aspire high and successful education.

Teachers Group

The teachers are not satisfied with the educational system claiming that it has really gone complex with competitiveness among the students but without much effort and preparation. The internet culture has influenced the student's life too much affecting their studies. It also marks the transition from Montessori to digital class.

The teachers claim that there are many setbacks in the educational system. The lack of infrastructure and facilities such as vocational training, games and sports, skill development programme. The irregularity of school teachers which hamper the development of the student and make them lose interests in their studies. The laziness of the students to attend a class which results in too much dependence on bazar notes. There is a lack of co-operation among teacher-parent-student relationship. Engagement of untrained teachers affects the students as well as the institutions. The educational system needed proper management and implementation of the curriculum.

The teachers opined that the Socio-Economic Status of the parents has a great influence on the students' performance in the school. The educated family provided a proper time schedule for studying. High drop out from the low economic students as they need to help their parents in earning bread for the family. Home plays an important role in the education of the students as it is an informal agency of education where the parent's principles such as manner, self-esteem, economic support, etc., can bring a positive effect to the child. Parents are the main supporter of the students and their participation is a necessity for the successful learning of the students.

The teachers also agreed to the notion that they are the model of the students and must set good examples to the students. They say that is responsible for imparting the right knowledge to the students and must keep themselves well updated and informative.

The teacher's group find that Career Guidance is very important in a student's life. Many of the students did not know the reason why they go to school. Career guidance can help the student realize the importance of education It can help the students know the career to pursue after they pass their secondary and higher secondary examination. It can enlighten the students on the fact that every opportunity can be grasped.

Suggestions

The teacher's group suggested the following points so to enable fruitful learning and high aspiration of the students. The following points are listed hereunder-

- i. To improve the parent-teacher relationship and engage the parents to participate more in school activities.
- ii. The culture of home tuition should or by any means be put to an end.
- iii. Enlightenment through career guidance and support from family would help best the students in their career.
- iv. The state government should provide a better educational facility.

Parents group

The parents group like the teacher's group are not satisfied with today's educational system.. They say that there is no thirst for knowledge but the students strive just to pass exams. Socio-political and economic issues hamper education. The changing of the syllabus to suit the opinion, interest, and policy of the ruling party. The parents feel that there is too much pressure on the students for jobs rather than self-reliant. They also

say that there is no transparency in the recruitment of teachers which is an unhealthy act affecting the students and institutions.

The parent's view that the teachers are most responsible in educating the child as the child spends most of their time school. They are responsible for creating the right approach towards education among the students. They must develop the spirit of service, moral, character and co-operation. They must be well experienced and enable to understanding the interest of the students. The parent's group blames the government teachers that they did not teach the students properly.

The parents also feel that they are responsible for the education of their child. It is necessary that parents see to the needs of the students be it financially, emotionally and physically participating in school activities.

The parent's group felt the need for Career Guidance for a student's life. They admit that they don't know what will be best for their children and what courses will suit the interest of their children. They believe that there will many programs and courses which they are not aware of which will be helpful for their children's education and career. They say that Career Guidance will motivate their children and help them to better understand themselves and enable to right selection of career.

Suggestions

The teacher's group suggested the following points so to enable fruitful learning and high aspiration of the students. The following points are listed here under-

1. Teachers and students should be serious in their teaching and learning. Teachers should not teach only for the sake of salary and students also should not study simply for the sake of good marks.

Students Group

The student's group opined that education has become a necessity and every child has to go to school whether they are interested in going to school or not. The educational system is failing the students in many ways. It is a classroom centered and focuses on curriculum only.

The student says that the problem here with the educational system is that students show more interest in mobile phones and the internet world more than their

studies. They say that a school is a boring place of learning as there are no curricular activities and no proper teaching aids.

The students feel that parents are very important in the education of the child. They say that if the parents evaluate their child's performance it will raise the interest and seriousness of the children in their studies. Parents should learn to appreciate the ability of their children as their appreciation is a source of encouragement to study harder. Parents must also have an interest in the education of the children. They must understand their needs and problems and supply materials need for their education.

The student group expects the teacher to be able to lecture so that student can understand. It should be fun and not boring. They wanted the teacher to set good examples for the students.

The student feels that Career Guidance help students to acquire skills and knowledge to better understand themselves for their future. Many students don't know what subject to take and what exams to appear.

Suggestions

- i. If Career Guidance programme is conducted by our school or by some philanthropic organization.
- ii. For better education system, proper training of teachers is required.

Findings:

From the above group discussions, it can be concluded that all the groups are not satisfied with the existing educational system. The teacher's group are not happy due to the parents for not co-operating well in school activities. The parent's group blames the educational system for encouraging students to achieve good grades and not develop the real love for knowledge and skills. The student's group claim that many students lost interest in attending classes due to the irregularity of teachers. They look upon their teachers and parents as their role models. All the groups felt the needs for more of parental active participation in academic-related activities for more successful learning of the students. They also viewed Career Guidance is very essential for the right selection of a career in student's life.

In this section, an attempt has been made to discuss the qualitative data collected through a case study, FGD and daily activity schedule. The chapter was devoted to

results and discussion of this chapter, the next chapter is devoted to the conclusion and suggestion.

CHAPTER - V

CONCLUSIONS AND SUGGESTIONS

The present study intended to know the family environment and educational aspirations of secondary and higher secondary school students. The previous chapter introduced detailed literature, methods used and the findings of the study.

The first chapter introduced the background of the present study and discussed the youth, adolescence, family environment, educational aspirations and the problems in the field of education. The statement of the problem, objectives of the study, hypothesis, and chapter scheme are presented in the first chapter.

The second chapter presented a review of the literature on the family environment and educational aspirations. The studies were categorized broadly into, studies on the importance of education, family environment, and Socio-Economic Status and Aspirations.

The third chapter discussed the methods applied to the present study. The chapter was broadly categorized into the profile of the study area: the state Manipur, Churachandpur district, pilot study, research design, sampling, unit of study, tools of data collection, sources of data, operational definition, analysis and report of case studies and FGD and one daily activity schedule.

The study was conducted in two higher secondary schools of Churachandpur, Manipur which were selected based on the location, i.e core, and periphery. The study was descriptive in design and cross-sectional in nature. Mixed method approach was applied. Stratified sampling technique was used to select a sample from the two schools and the sample size was 89. Family Environmental Scale by Moos and Moos through a structured questionnaire and self-administered questionnaire was employed and a modified questionnaire from Educational Aspirations Scale by Gupta and Sharma was also used. The data were analyzed and processed using Microsoft Excel and SPSS where percentages, mean standard deviation, correlation, and chi-square test were done. The sample drawn may not represent the whole population and hence in the future, a larger sample may be taken for greater representation. The questionnaire was printed only in English and needed an interpreter which makes it more complicated and many of the

respondents could not understand properly and therefore in the future research English version and Meitei on version questionnaire may be employed to generate better results.

The fourth chapter presented the tables and the interpretation of the table. And the present chapter presents the summarization of the previous chapters, the major findings of the present study and suggestions.

Major Findings

The present chapter will highlight the major findings of the present study and shall also include suggestions. The major findings of the present study are presented in six sections based on the objectives of the study. The first section presents the demographic profile of the respondents which include the parental characteristics, familial characteristics, socio-economic characteristic of the respondents. The second section presents the family environment of the respondents. The third section presents the educational aspirations of the respondents. The fourth section presents the respondents' reason to pursue higher education. The fifth section presents the educational support received by the respondents. Lastly, the sixth section presents findings related to leisure and co-curricular activities.

Demographic findings

Majority of the respondents were female and they belong to 13-15 years age group. The mean age of the student was 15.07 with Standard Deviation 1.2. Majority of the respondents are Meitei and speak Meiteilon. Majority of the respondents were Christian and belong to the denomination of Khuga Sadar Presbyterian. Almost all the respondents were day scholar. Majority of the respondents were the middle child and few the only child of the family. Majority of the respondents' fathers were illiterate and few reach to the level of higher secondary. Majority of the respondent's fathers were cultivator with a monthly income of Rs 1000-5000. The mean income of the respondents' father was Rs.4560.67 with Standard Deviation 1864.600. Majority of the respondent's mothers were illiterate and few reach to the level of higher secondary. Most of the respondent's mothers were housewife and few were weaver with a monthly income of Rs 500-2000. It is found that majority of the respondents' family monthly income is Rs 5000-10,000.

Majority of the respondents had a large family of more than 7 members. Majority of the respondents belonged to the nuclear family and a stable form of family. Majority of the respondents lived in their owned kutchha houses and belong to BPL family. Majority of the respondents belonged to ST category.

Family environment

In the Family Environmental Scale, cohesion mean score is the highest and is high in HSLC whereas in the Achievement Orientation which is the second highest mean score is high among the HSSLC students than among the HSLC students. It is clearly observed that the higher the standard the aspiration level also rise up. And Independence have the lowest mean score.

There is a positive correlation existing between independence and cohesion of family environment at 0.05 level of significance (.234) and between active recreational orientation achievement orientations at 0.01 level of significance (.277). The family environment as a whole has a positive correlation with all the variables at 0.01 level of significance: cohesion (.518), Expressiveness (.334), independence (.483), achievement orientation (.313), intellectual cultural orientation (.549), active recreational orientation (.502) and organization (.467) which indicates that the respondents family is having a cohesive, expressive, independence, achievement orientation, intellectual cultural organization, active recreational orientation, and an organized family.

Educational Aspirations

Majority of the respondents have an ambition and among the students having ambition majority of the respondents wanted to become a doctor. Majority of the students did not have a role model.

Majority of the respondents would like to pass Master degree exam. Majority of the respondents consider the UPSC exam to be the best. Majority respondents consider Bachelor Degree to be the highest examination and think will be able to pass. Majority of the respondents consider the Civil Service Examination to be the best exam and like to pass after age 20. Majority of the respondents opined that everyone should pass Master degree exam. Majority of the respondents think that they will certainly be able to pass the Civil Service Examination. Majority of the respondents consider Indian Police Service

(IPS) to be the best examination and like to pass after age 20 and in regards to professional courses majority of the respondents think Bachelor of Education (B.Ed.) to be best and like to pass after age 20.

Reasons to pursue higher education

Majority of the respondents were encouraged by their parents to pursue higher education and do well in all courses. Majority of the respondents' parents pushed them to obtain a high degree. Majority of the respondents took the career of their parents' choice. The similar findings were supported by the study done by (Kashyap, L.D (1993) and Mahale, M. N (1987).

The vast majority of the respondents have the intention to pursue higher education and the vast majority of the respondent's perceived education as a means to obtain skills. The vast majority of the respondents perceived education as a means to obtain higher position and the vast majority of the respondents perceived education as a means to obtain prestigious position while more than half of the respondents perceived education as a means to earn money and the majority of the respondents perceived education as a means to raise economic status. Majority of the respondents perceived education as a means to get a job after graduation and the vast majority of the respondents believed education will help develop their intellectual capacity. Majority of the respondents believed that pursuing higher education will make their parents proud.

Educational Support

Majority seek help from parents when they have problems with their studies. Majority of the respondents discuss with their parents regarding career. The majority feels that their parents are supportive towards their education to a large degree. Majority of the respondents feel that their parents are encouraging towards their studies. Majority of the parents held the medium level of expectation from their children. Majority of the respondents claim that their family took care of them in times of sickness. Majority of the respondents strongly agree that their parents exercised a great control in regards to their career.

Majority of the respondents are little satisfied with the economy and resources of their family. Majority of the respondents get very much all the resources they needed in regards to their education.

Majority of the respondents attended class regularly. Majority of the respondents study four hours daily. Majority of the respondents did not attend any Career Guidance Programme and among who attended the majority of the respondents attended Career Guidance Programme at School. Majority of the respondents claim that their schools sometimes organize Career Guidance Programme. Majority of the respondents feels that it is necessary to organize a Career Guidance Programme.

About half of the respondents were a member of Indian Red Cross Society, National Service Scheme (NSS) and National Cadet Corps. After completion of their studies, the majority of the respondents wanted to have a government job.

Leisure Activities and co-curricular activities

There is a negative correlation by type of school with visiting friends (-.212), listening music (-.266), and computer game at 0.05 level of significance (-.262) and talking on the phone (-.283) at 0.01 level of significance. The negative correlation shows that majority of the respondents spent most of their leisure time in visiting friends, listening to music, talking on phone and computer games.

Watching TV is positively correlated with computer games (.332), reading books (.397), visiting friends (.346), talking on the phone (.294) at 0.01 level of significance and listening music at 0.05 level of significance. Games and sports have a positive correlation with reading books (.319), visiting friends (.602), listening music (.368) at 0.01 level of significance and talking on the phone (.234) at 0.05 level of significance. Reading books have a positive correlation with visiting friends (.253) at 0.05 level of significance. Visiting friends have a positive correlation with listening music (.435), talking on the phone (.282) at 0.01 level of significance and computer games (.227) at 0.05 level of significance. Listening to music have a positive correlation with talking on the phone (.270) and computer game (.220) at 0.05 level of significance. Talking on the phone have a positive correlation with computer games (.368) at 0.01 level of significance.

There is relationship between ambition and family environment and also there is relationship between role model and family environment. The similar finding was found

in the study conducted by Ravi and Setia (2016). These findings show that there is good family environment in the family. On the other hand there is a relationship between perception of respondents to be the best in examinations and family environment of the respondents

Majority of the respondents did not participate in debate and discussion. Majority of the respondents did not have a study circle. Majority of the respondents did not love music. Majority of the respondents did not participate in dance. Majority of the respondents did not practice yoga as a part of co-curricular activities. Majority of the respondents played football as part of the school co-curricular activities. Majority of the respondents did not play basketball.

Conclusion

The present study attempted to understand the aspect of the family environment and educational aspirations of the secondary and higher secondary school students, as family environment plays a significant role in the academic life of the student and the positive and negative influence can have a profound impact on the aspirations of the students. At the secondary and higher secondary level students usually set the goal for themselves so that they can attain through education by investing their time, labour and rigorous study.

The findings of the present study indicate that the family environment is moderate in the family with the dimension cohesion, expressiveness, independence, achievement orientation, intellectual cultural orientation, active recreational orientation, and organization. The present study clearly reveals that there is low parental education and is seen that none of the parents reach graduation level. The students did not have a say in the selection of their career and less independence is found among the students. The low Socio-Economic status is one problem in the education of the students as the majority of the students are not satisfied with the economy of the family and they could not get enough resources for their education. The need for Career Guidance Programme is felt by most of the students to enrich their educational aspirations. Further, most of the respondents interested and considered the civil service examinations and public service examinations are the best. Therefore, coaching classes could be conducted in the higher secondary level for the sensitization of the government exams.

The present study enriches to the studies on the family environment and educational aspirations among the secondary and higher secondary school students, especially among the students in Churachapur, Manipur.

Suggestions

The present study aims to suggest measures based on the findings for the betterment of the student and for policy making and intervention. The following suggestions are presented as follows:

- The need to raise the economy of the people as majority one-third of the respondents is little satisfied with the economy of the family. By raising the economy, the needs to the students will be met and get all the resources they need in regards to education which will help them to raise their aspirations and achievement.
- The need to raise the education of the parents for better understanding of their children's career.
- The need to educate parents about having high expectations from their children a majority of the parents have moderate not high and also not low expectation from their children and it is believed that the high expectation of the parents will raise the aspiration level of the students.
- The need to give achievement orientation to the HSLC students as they held lower achievement orientation in comparison with the HSSLC students.
- The need to give more independence to the students to pursue their own career choice as more than half of the respondents take up a career of their parents' choice which may lower the aspiration level of the students.
- The need to improve teacher-student and parent relationship for more fruitful learning and better career of the students.
- The need to educate the students about the different professional courses.
- The need for Career Guidance Programme as even a vast majority (93.3%) felt the needs of organizing career guidance programme.
- The need to improve infrastructure and e-learning facilities to raise the interest and aspirations of the students.
- The need for state government to provide a better educational facility.

- There is a need to improve and enable the students to work hard more to increase their study hours.
- There is a need to create an awareness to use the leisure time activities in the useful manner.
- There is need to sensitize among the students about the link between ambition and role model. Ambition and role model should be realistic and goal oriented.
- A healthy competitive spirit and skill orientated educational aspiration could be promoted.
- There is a need for school social worker to conduct training programme and career guidance.

Social Work Implication

Social work is a new profession which is more than seven decades old in India. It has its own philosophies and principles, knowledge and values, methods, skills and techniques to be practiced or intervened to the individuals, groups and communities, those who are encountered challenges in the society. Through this social work process, the clients or the people to realize the problems encountered and work out the modalities in such a way that the potentials and resources are utilized to remove the causes deals with the symptoms and reduce the magnitude of the problem.

In the present study, social work methods like social case work and social group work and community organization could used to educated students . The social worker can play an important role in raising the educational aspirations of the students. As a trained social worker in the present context can act as a counselor for the individual student youth, family and the community at large.

Moreover, the ecological systems also disturbed at micro, mezzo and macro levels. Microsystems related to the individual experiences, in the home environment, living with his parents and siblings and the school environment living with teachers and peers. Mezzo systems refer to the links amongst settings where the individual participates. For example, the home school, workplaces are such settings and the quality of the home environment may affect the individual's performance in the surroundings his

adjustment with peers. Macro systems denote to the general pattern of ideology and organization of the different social and the sub-cultural institutions.

Group counseling can be given stressing the importance of aspirations at different levels. Awareness among the parents, teachers and the wider community can be given regarding the importance of the right choice of career. Career guidance programme must be held at the school, community and other institution to provide adequate knowledge and competition among the students. Further, a school social worker is also needed to give counseling in terms of motivation and encouragement among the students in order to improve their educational aspirations.

Recommendation for further research

There is a tremendous scope for further research to study extensively among the Secondary and higher secondary school students of both government and private institutions at large covering entire Manipur. Further a study could be conducted with college students of whole northeast India. A separate Family environment scale could be developed in the context of northeast India to find out the family environment and also a separate educational aspirations scale could be developed to measure in the northeast context since the family structure, dynamics and parenting patterns differ the rest of India due to tribal characteristics and topography and socio cultural perspective. The present study is useful to both government and private institutions, and Education department and family welfare department.

Conclusion

School is an educational institution where the students spend most of their prime time next to primary institution of family. Family plays pivotal role for upbringing of the children wherein parents are the role models and guiding factor to achieve the educational aspirations. The present study facilitated to understand the educational aspirations of higher secondary school students and the family environment.

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Appendix

FAMILY ENVIRONMENT AND EDUCATIONAL ASPIRATIONS OF SECONDARY AND HIGHER SECONDARY SCHOOL STUDENTS IN CHURACHANDPUR, MANIPUR

Dear Respondent,

I am Canny Lalsanhim, a research scholar pursuing M.Phil. in the Department of Social Work, Mizoram University. I am conducting a research on the above topic for the requirement of the degree and I request you to kindly share your honest opinion on the following given questionnaire. I hereby declare that the information will be kept confidential and use for academic purpose only.

QUESTIONNAIRE

Research Scholar,
Ms.CannyLalsanhim,
Deptt.of Social Work,
Mizoram University.

Research Supervisor
Prof.C.Devendiran,
Deptt. of Social Work,
Mizoram University.

I (Profile of the Respondent)

Sl.No.			
1	Name (Optional)	:	
2	Age	:years
3	Gender	:	1.Male 2.Female
4	Tribe	:	1.Mizo 2.Kuki 3.Hmar 4.Meitei 5.Zomi 6.Others
5	Sub-tribe	:	
6	Religion	:	1.Christian 2.Hindu 3.Muslim 4.Sikh 5.Others (Specify)
7	If Christian, which Denomination	:	
8	Standard/Class	:	
9	Type of School 1.HSLC 2.HSSLC	:	1.Specify..... 2.Specify.....
10	Whether Hosteller/ Day Scholar	:	
11	Birth order	:	1.Eldest child 2.Middle child 3.Youngest child 4.Only child

II (Family Details)

Sl.No.			
1	Father's Education	:	
2	Father's Occupation	:	
3	Father's Monthly Income	:	Rs.....per month
4	Mother's Education	:	
5	Mother's Occupation	:	
6	Mother's Monthly income	:	Rs.....per month

7	Size of the family (no. of family members)	:	
8	Type of family	:	1.Nuclear 2.Joint
9	Form of family	:	1.Stable 2.Broken 3.Reconstituted 4.Single parent
10	Number of siblings		
11	Ownership of House	:	1.Owned 2.Rented 3.Quarter
12	Type of house	:	1.Pucca 2.Semi-pucca3.Kutchra
13	Socio-economic status	:	1.APL 2.BPL 3.AAY 4.No Category
14	Social Status	:	1.ST 2.SC 3.OBC

III (Family environment)

Tick () which is true or false in your opinion

Sl.No.	Statement	True	False
1	Family members really help and support one another		
2	Family members often keep their feelings to themselves		
3	We don't do things on our own very often in our family		
4	We feel it is important to be best at whatever you do		
5	We often talk about political and social problems		
6	We spent most weekends and evenings at home		
7	Family members are rarely ordered around		
8	We often seem to be killing time at home		
9	We say anything we want to around at home		
10	In our family, we are strongly encouraged to be independent		
11	Getting ahead in life is very important in our life		
12	We rarely go to lectures , play or concerts		
13	Friends often come over for dinner or to visit		
14	There are very few rules to follow in our family		
15	We put a lot of energy into what we do at home		
16	It is hard to 'blow off steam' at home without upsetting somebody		
17	We think for ourselves in our family		
18	How much money a person makes is not very important to us		
19	Learning about new and different things is very important in our family		
20	Nobody in our family is active in sports and other games		
21	There is one family member who makes most of the decisions		
22	There is a feeling of togetherness in our family		
23	We tell each other about our personal problems		
24	We come and go as we want to in our family		
25	We believe in competition and may the best man win		
26	We are not that interested in cultural activities		
27	We often go to movies, sports events, camping, etc.		
28	There are set ways of doing things at home		
29	We rarely volunteer when something has to be done at home		
30	If we feel like doing something on the spur of the moment we often pick up and go		
31	There is very little privacy in our family		

32	We always strive to do things just a little better the next time		
33	We rarely have intellectual discussions		
34	Everybody in our family has a hobby or two		
35	There is a strong emphasis on following rules in our family		
36	Family members really back each other up		
37	Someone usually gets upset if you complain in our family		
38	Family members always rely on themselves when a problem comes up		
39	Family members rarely worry about job promotions , school grades, etc.		
40	Someone in our family plays a musical instrument		
41	Family members are not very involved in recreational activities outside work or school		
42	Everyone has an equal say in family decisions		
43	There is very little group spirit in our family		
44	Money and paying bills is openly talked about in our family		
45	Family members strongly encourage each other to stand up for their rights		
46	In our family , we don't try that hard to succeed		
47	Family members often go to the library		
48	Family members sometimes attend courses or take lessons for some hobby or interest (outside of school)		
49	We can do whatever we want to in our family		
50	We really get along well with each other		
51	We are usually careful about what we say to each other		
52	It is hard to be by yourself without hurting someone's feelings in our household		
53	'Work before play' is the rule in our family		
54	Watching TV is more important than reading in our family		
55	Family members go out a lot		
56	Rules are pretty inflexible in our household		
57	There is plenty of time and attention for everyone in our family		
58	There are a lot of spontaneous discussions in our family		
59	We are not really encouraged to speak up for ourselves in our family		
60	Family members are often compared with others as to how well they are doing at work or school		
61	Family members really like music, art and literature		
62	Our main form of entertainment is watching TV or listening to the radio		
63	You can't get away with much in our family		

IV (Educational Aspirations)

1	Do you have ambition in your life?	1.Yes	2.No
2	If yes, means what is your ambition specify		
3	Do you have any role model in your life?	1.Yes	2.No
4	If yes, means, who is your role model		

Given below is a list of examinations. People passing these examinations are appreciated in the society, though in different degrees. Some of these examinations are more valued while some are valued comparatively less. Keeping in mind the various factors that may influence your performance in the examination such as your capacity for working hard, social, economic and cultural conditions, your competence and memory etc., please give tick mark to the appropriate option.

List 1: The examination that you will like to pass.

- | | |
|------------------------|----------------------|
| 1.HSLC | 2.HSSLC |
| 3.Bachelor Degree Exam | 4.Master Degree Exam |

List-2:The examination that you consider to be the best.

- | | |
|--|--------------------------------------|
| 1.Union Public Service Commission (UPSC) | 2.Manipur Public Service Commission |
| 3.Staff Selection Commission (SSC) | 4.Teacher's Eligibility Test (T.E.T) |

List-3:The highest examination that you think that you will be able to pass after you complete the age of twenty.

- | | | |
|--------------------------|---------------------------------|--------------------|
| 1.Ph.D (Doctoral degree) | 2.M.Phil.(Master of Philosophy) | 3.Master degree |
| 4.Bachelor degree | 5.Higher Secondary | 6.Upto High School |

List-4:The examination that you think to be the best and which you will like to pass after you complete the age of twenty.

- | | |
|--|---|
| 1.Civil Service Examination (CSE) | 2.Indian Economic Service Examination (IES) |
| 3.Indian Statistical Service Examination | 4. Indian Military Academy Exam |

List-5:The examination that you think to be the best and which everyone should at passing.

- | | | | | | |
|-----------|--------------|--------|---------|------------|----------|
| 1.Primary | 2.Elementary | 3.HSLC | 4.HSSLC | 5.Bachelor | 6.Master |
|-----------|--------------|--------|---------|------------|----------|

List-6:The highest examination that you think you will certainly be able to pass.

- | | |
|--------------------------------------|--|
| 1.SBI PO(Probationary Officer) | 2.IBPS (Institute Bank Personal Selection) |
| 3. Civil Service Examination (CSE) | 4. Manipur Public Service Commission |
| 5. .Staff Selection Commission (SSC) | 6.Combine Graduate Level (CGL) |

List-7:The examination that you think to be the best and which you will like to pass after you complete the age of twenty.

- | | |
|---------------------------------------|--------------------------------|
| 1.IAS (Indian Administrative Service) | 2.IFS (Indian Foreign Service) |
| 3.IPS(Indian Police Service) | 4.IRS (Indian Revenue Service) |

List-8:The examination that you think to be the best and which you will like to pass after you complete the age of twenty.

1.L.L.B.(Bachelor of Legislative Law)

2.B.E.(Bachelor of Engineering)

3.B.Ed.(Bachelor of Education)

4.B.Lib(Bachelor of Library Science)

V (Educational support)

1. When you have problem with your studies, whom do you usually seek help from?

1. Parents 2. Siblings 3. Friends 4. Teacher 5. Tutor

2. Whom do you discuss with regarding your career?

1. Parents 2. Siblings 3. Friends 4. Teacher 5. Tutor 6. Counselor

3. Is your parents supportive towards your studies?

1. To large degree 2. To some degree 3. Not at all

4. Did your parents encourage you to study hard?

1. Yes 2. No 3. Don't know

5. What is your parental expectations towards your studies?

1. High 2. Medium 3. Low

6. Who took care of you in times of sickness

1. Family 2. Friends 3. Relatives 4. Neighbours

7. Do you think your parents exercised a great control over you in regards to your career?

1. Strongly Agree 2. Agree 3. Disagree 4. Strongly disagree

8. Who made the decision in the selection of your school?

1. Myself 2. Parents 3. Friends 4. Teachers

9. The following statements are descriptions of how parents raise their children. Mark the responses which best describes your parents as they were most influential in your educational decisions.

S.No.	Statement	Not true at all	Somewhat true	Very true	Hold
1.	My parents encouraged me to pursue higher education.				
2.	My parents encouraged me to do well in all courses.				
3.	My parents pushed me to obtain a high degree.				
4.	My parents pushed me to choose career of their choice.				

10. Could you tell me whether you are satisfied with the economic situation of your family?

1. Satisfied 2. Somewhat satisfied 3. Little satisfied 4. Not at all satisfied

11. Do you get all the resources you needed in regards to your education?

1. Very much 2. A moderate amount 3. A little 4. Not at all

VI Academic Achievement

1. Do you attend classes regularly?

1. Yes 2. Fairly 3. Not at all

2. How many hours do you study daily? _____

3. Do you attend any career guidance programme?

1. Yes 2. No

4. If yes, specify where _____

5. Did your school organize any career guidance programme?

1. Always 2. Sometimes 3. Rarely 4. Never

6. Do you feel that it is necessary to organize career guidance programme?

1. Yes 2. No

7. From the following table kindly tick mark to the kind of activities you do during your leisure time?

Sl.No.	Leisure time Activities	Mark	Sl.No.	Activities	Mark
1	Watching TV		2	Games&Sports	
3	Reading books/Studying		4	Visiting friends	
5	Listening music		6	Talking on Phone	
7	Computer games		8	Helping out parents	

8. From the following table kindly tick mark to co-curricular activities if you take part in any co-curricular activities of your School.

Sl.No.	Co-curricular activities	Mark	Sl.No.	Co-curricular activities	Mark
1	Debate and discussion		2	Study circle	
3	Music		4	Dance	
5	Painting		6	Yoga	
7	Football		8	Basketball	

9. From the following table kindly tick mark to the organization if you are a member of any of the organization.

Sl.No.	Organization	Mark
1	Indian Red Cross Society	

2	National Service Scheme (NSS)	
3	National Cadet Corps (NCC)	

10. Do you have any intension to pursue higher education?

1. Yes 2. No

11. If yes, indicate the importance of each of the following statements regarding the reason you have

S.No	Statement	Yes	No
1.	Higher education is a way for me to obtain advantaged skills in order to support my career in the future.		
2.	Higher education is a way to obtain a higher position in the work environment.		
3.	Higher education is a long way to obtain a prestigious profession in society.		
4.	Higher education is a way for me to get advantaged skills that can help me to earn more money.		
5.	Higher education is a way for me to raise my family's socio economic status.		
6.	Higher education is a way for me to obtain a job after graduation.		
7.	My education should help me develop intellectual capacity.		
8.	To make my parents proud of me		

12. After completing your studies, what is your occupational preference

1. Government service 2. Private Sector
3. Non-Governmental Organization (NGO) 3. Business
4. Agriculture and related works

13. How important do you think it is to have a good education to get ahead in life?

1. Essential 2. Very important
3. Fairly important 4. Not very important
5. Not important at all

14. Do you feel education is an important means for achieving economic security in life?

1. Very much 2. A moderate amount 3. A little 4. Not at all

PARTICULARS OF THE CANDIDATE

NAME OF THE CANDIDATE : Canny Lalsanhim

DEGREE :M.Phil

DEPARTMENT : Social Work

TITLE OF DESERTATION :Family Environment And Educational Aspirations of Secondary And Higher Secondary School Students in Churachandpur, Manipur

DATE OF PAYMENT OF ADMISSION : 30th August, 2017

1. BOARD OF PROFESSIONAL STUDIES : 25th April, 2018
2. SCHOOL BOARD :3rd May, 2018
3. REGISTRATION NO. & DATE : MZU/M.Phil./485 of 03.05.2018
4. EXTENSION IF ANY :NA

(Prof. C. DEVENDIRAN)

Head

Department of Social Work

Mizoram University

BIODATA

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Details of Educational Qualification:

Sl.No.	Class	Subject	Board/University	Percentage	Division/ Grade
1	HSLC	-	BOSEM	71.16%	First
2	HSSLC	Arts	COHSEM	63.27%	First
3	Bachelor of Arts	Political Science	NEHU	52.37%	Second
4	Master of Social Work	Family And Child Welfare	SBPPU	63.57%	'B'